EXPLORATIONS IN THE PREPARATION OF PRE SERVICE EFL TEACHERS: A LEARNING CENTRED APPROACH

by

HAILOM BANTEYERGA AMAHA

VOLUME I

A THESIS PRESENTED TO THE SCHOOL OF GRADUATE STUDIES OF ADDIS ABABA UNIVERSITY FOR THE DOCTOR OF PHILOSOPHY IN THE TEACHING OF ENGLISH AS A FOREIGN LANGUAGE

(JOINT PhD PROGRAMME OF THE UNIVERSITY OF ADDIS ABABA, INSTITUTE OF LANGUAGE STUDIES AND THE UNIVERSITY OF LONDON, INSTITUTE OF EDUCATION)

MAY, 1993

TABLE OF CONTENTS

VOLUME I

List of Tables and Figures ix

List of Common Abbreviations Used x

Acknowledgement xiii

Organisation of the Thesis xiv

Abstract **xvii**

Appendices (**Volume II**)

CHAPTER ONE

INTRODUCTION

1.1 Background Note on Ethiopia 1

1.2 The Research Problem: Description, Significance, and Purpose 5

1.3 Limitation of the Research 17

CHAPTER TWO

REVIEW OF RELATED LITERATURE: THEORETICAL UNDERPINNINGS

2.1 Pre-service Second Language Teacher Training/Education Models 19

2.1.1 The Crafts Model 19

2.1.2 The Applied Science Model 20

2.1.3 The Reflective Model 21

2.2 Theoretical Underpinnings of the Research Model: A Learning Centred Model for the Preparation of Pre-service EFL Teachers 27

2.2.1 Background Knowledge 29

2.2.2 Existing Practices of Teaching Foreign Languages 34

2.2.3 Exploring New Ways of Teaching EFL 36

2.3 Methodological Procedures: Looking for a Synthesis of Variables 38

CHAPTER THREE

RESEARCH METHODOLOGY: DESIGN AND DATA COLLECTION

3.1 The Research Design 44

3.2 Data Collection: Instruments and Procedures Used 51

3.2.1 Research Administration 53

3.2.2 Treatment of Data: Statistical and Descriptive Procedures 54

3.2.2.1 Statistical Procedures of Data Analysis 54

3.2.2.2 Reliability and Validity of Statistical Data 56

3.2.2.3 Reliability and validity of Ethnographic Data 57

CHAPTER FOUR

THE CROSS SECTIONAL STUDY: FINDINGS, ANALYSIS AND DISCUSSIONS

4.1 Introduction 61

4.2 Teachers' Conceptions of 'Effective' Teaching of EFL 62

4.2.1 The Teaching of Vocabulary 64

4.2.2 The Teaching of Listening Skills 67

4.2.3 The Teaching of Speaking Skills 69
4.2.4 The Teaching of Reading Skills 70
4.2.5 The Teaching of Writing Skills 72
4.2.6 The Teaching of Pronunciation 73
4.2.7 The Teaching of Grammar 75
4.2.8 Summary of Findings and Discussions 76
4.3 Attitudes of Teachers to the Teaching Profession: the Teaching of EFL 78
4.3.1 The Teacher of English 79
4.3.2 The Methods of Teaching EFL 82
4.3.3 The Syllabus of EFL Teacher Training 85
4.3.4 The Problems of ELT in Schools 88
4.3.5 Summary of Findings and Discussions 89
4.4 Teachers' Perceptions of Classroom Communication 91
4.4.1 The Sources of Classroom Communication 92
4.4.2 The pedagogic Purposes of Classroom Communication 94
4.4.3 The Mediums of Classroom Communication 95
4.4.4 The Uses of Classroom Communication 97
4.4.5 The Contents of Classroom Communication 98
4.4.6 Implications of Findings and Observations to the Training of Teachers 100
4.5 Evaluation of the Cross Sectional Study 101

CHAPTER FIVE

THE LONGITUDINAL STUDY: STATISTICAL ANALYSIS OF TRAINEES' ATTITUDINAL AND BEHAVIOURAL CHANGES

5.1 Introductory Note 106
5.2 Trainees' Conceptions of 'Effective' Teaching of EFL 107

5.2.1 The Teaching of Vocabulary 108
5.2.2 The Teaching of Listening Skills 109
5.2.3 The Teaching of Speaking Skills 110
5.2.4 The Teaching of Reading Skills 112
5.2.5 The Teaching of Writing Skills 114
5.2.6 The Teaching of Pronunciation 117
5.2.7 The Teaching of Grammar 119
5.3 Attitudes of Trainees to the Profession: the Teaching of EFL 122
5.3.1 The Teacher of English 122
5.3.2 The Methods of Teaching EFL 124
5.3.3 The Syllabus of EFL Teacher Training 126
5.3.4 The Problems of ELT in Schools 127
5.4 Trainees' Perceptions of Classroom Communication 130
5.4.1 The Sources of Classroom Communication 130
5.4.2 The Pedagogic Purposes of Classroom Communication 133
5.4.3 The Mediums of Classroom Communication 135
5.4.4 The Uses of Classroom Communication 136
5.4.5 The Contents of Classroom communication 138
5.5 Reliability Test of Statistical Data 141
5.6 Comparisons of Variability and Preferences of Trainees
in the Cross Sectional and Longitudinal Studies 142
5.6.1 'Effective' Teaching of EFL 142
5.6.2 Attitudes to the Profession 145
5.6.3 Classroom Communication 158
5.7 Concluding Remarks 151

CHAPTER SIX

ANALYSIS OF TRAINEES' DIARIES AND PROJECT EVALUATIONS: REFLECTIONS ON THE PROCESS

6.1 Introduction 155

6.2 Trainees' Descriptions of 'Effective' Teaching of EFL 156

6.2.1 A Systematic Goal Oriented Process 157

6.2.2 Knowledge of Subject Matter and Ability to Teach 157

6.2.2.1 A Good Command of English 158

6.2.2.2 Methodology of Teaching English 158

6.2.2.3 Socially Responsive 159

6.2.2.4 Professional Development 161

6.3 Trainees' Learning Experiences: From the Pre Teaching Activities 163

6.3.1 English as a Major Field of Study 164

6.3.2 Teaching English as a Professional Career 164

6.3.3 Development in Perceptions as Teachers 168

6.3.3.1 Managing Learning 169

6.3.3.2 Working with Others 172

6.3.3.3 Assuming the Responsibility of a Teacher 176

6.3.4 Summary 177

6.4 Trainees' Reflections on the Practicum 178

6.4.1 The Initial Experience: Shock and Frustration 179

6.4.2 The Process of Learning to Teach: Building Self Confidence 181

6.4.2.1 The Process of Recovery 181

6.4.2.2 Trainees' Perceptions of the Researcher and Resources Used 182

6.4.2.3 The Leap: Restructuring of Knowledge of Teaching 185

6.5 A Brief Summary of the Process 192

CHAPTER VII

THE PRACTICUM: ANALYSES OF OBSERVATIONS DESCRIPTIONS AND EVALUATIONS OF TRAINEES' TEACHING PRACTICES

7.1 Introductory Note 197

7.2 Peer Teaching (Micro Teaching) 199

7.3 The Traumatic Stage of Teaching Practice 201

7.3.1 Negative Teaching Behaviours Observed 201

7.3.2 Positive Teaching Behaviours Observed 204

7.4 The Calming Stage of Teaching Practice 210

7.4.1 The Process of Self Realisation 210

7.4.2 The process of Consolidation of Knowledge Accessed 213

7.5 The Transition: Consolidation, Complacence, and Exploration 216

7.5.1 Towards Consolidating of Teaching Skills Learned 216

7.5.1.1 Use of Blackboard 219

7.5.1.2 Editing Teacher Talk 219

7.5.2 Towards Complacence in Teaching 220

7.5.3 Towards Exploration in Teaching: The Desirable Process 222

7.6 The Exploratory Stage of Teaching 226

7.6.1 Exploring, Experimenting and Consolidating 226

7.6.2 Exploring Without Consolidating 230

7.6.3 Experimenting With What Had Been Tried 231

7.7 Concluding Remarks on Peer Teaching 233

7.8 Teaching in Real Classrooms: Bridging the Gap 235

7.8.1 Sensitivity to Students' Feelings 236

7.8.2 Simplicity and Clarity of Lesson Activities 237

7.8.2.1 Clearing the Mind by Getting Acceptance 237

7.8.2.2 Transferring Skills Learned 238

7.8.2.3 Taking Classroom Challenge as a Norm in Teaching 239

7.8.2.4 Inspiring Exploration 240

7.8.2.5 Efficiency in Lesson Execution 240

7.8.2.6 Taking Decision, Not Panicking 242

7.9 Summary and Conclusion 245

CHAPTER EIGHT

SUMMARY OF FINDINGS, RECOMMENDATIONS AND CONCLUSION

8.1 Summary of Findings 248

8.2 Recommendations 256

8.2.1 Language Improvement 256

8.2.2. Methodology 257

8.3 Conclusion 261

BIBLIOGRAPHY 268

APPENDICES (VOLUME II)

APPENDIX I : THE CORE QUESTIONNAIRE *280*

APPENDIX II: PROJECT ACTIVITIES : BACKGROUND KNOWLEDGE (beliefs, attitudes, exposition, descriptions of teaching practices, theory and practice) *293*

APPENDIX III: TEACHING THE LANGUAGE (EFL) AND THE SKILLS *305*

APPENDIX IV: STATISTICS TO CHAPTER FOUR *351*

APPENDIX V: STATISTICS TO CHAPTER FIVE *355*

APPENDIX VI: DIARY EXCERPTS TO CHAPTER SIX *382*

APPENDIX VII: DESCRIPTIONS OF TEACHING PRACTICES SUPPLEMENT TO CHAPTER SEVEN 398

APPENDIX VIII: PROJECT EVALUATIONS SUPPLEMENT TO CHAPTER VI--SUMMARY OF FORM 01 AND 02 440

APPENDIX IX: RAW DATA OF CHAPTER FOUR 460

LIST OF TABLES AND FIGURES

TABLES

6.1: Behaviours of Positive Attitude Towards English As a Field of Study 165

6.2: Summary of Trainees' Reflections on Attitude Towards Teaching English 168

6.3: Procedural Knowledge of Teaching EFL 186

7.1: Negative Teaching Behaviours Observed (the traumatic stage) 201

7.2: Positive Teaching Behaviours Observed (the Traumatic Stage) 204

7.3: Positive Teaching Behaviours Observed (in the Consolidation Stage) 217

7.4: Positive Teaching Behaviours Observed in Real Classroom Setting 230

7.5: Teaching Behaviours Reflecting Efficiency in Lesson Execution 241

FIGURES

1: The Reflective Model 22

2: Learning Centred Model 28

3: Learning Centred EFL Teacher Training Methodology 42

4: Teaching and the Optimisation of Classroom Learning 255

LIST OF ABBREVIATIONS USED

A.A.U: Addis Ababa University

BCPS: Bahr dar College of Pedagogical Sciences

EFL: English as a Foreign Language

ELT: English Language Teaching

ENE: English for New Ethiopia

EPRDF: Ethiopian Peoples' Democratic Revolutionary Forces

ERGESE: Evaluative Research on the General Educational System in Ethiopia

E.S.L.C.E: Ethiopian School Leaving Certificate Examination

ESOL: English for Speakers of Other Languages

I.L.S: Institute of Language Studies

I.E.R: Institute of Educational Research

K.C.T.E: Kotebe College of Teacher Education

M: Mean

STR: Sign Test Results

TEFL: Teaching English as a Foreign Language

VTS: Variability Test Score

* *All other abbreviations used including those above are explained in the text.*

DECLARATION

I, the undersigned research student of the joint PhD Programme of the Institute of Language Studies, Addis Ababa University and the ESOL Department; Institute of Education, University of London; declare that the thesis is my work and all sources used and consulted have been duly acknowledged.

Signed.....

HAILOM BANTEYERGA AMAHA

DEDICATION

This thesis is dedicated to my father **B/l Banteyerga Amaha**, my mother **W/o Letebrehan Semere** for their love of education despite their rural background; and my wife **W/o Jirra Teklezgi** for the continuous encouragement she gave me to do my doctoral study as well as for taking the responsibility and burden of managing the family during my study leave. It is also dedicated to the late **Dr. Melaku Asfaw** who initiated the idea of a joint PhD programme in TEFL, but passed away without seeing its fruits.

Acknowledgement

I would like to acknowledge with gratitude the constructive advice and co-operation I received from the research supervisors, the co-operating students and offices. This project could not have reached its final stage without the advice and support of Mr. John Norrish, the London side supervisor (ESOL, Institute Of Education, University of London) and Dr. R.B. Hicks, the Addis Ababa side supervisor (ILS, AAU). Mr John Norrish also taught me English during my first year in college in 1971. The experience gained from the ESOL research seminars led by Professor Henry Widdowson is acknowledged. I was also fortunate enough to experience the training of English language teachers in ESOL: the Diploma Post Graduate Programme and the PGCE teaching practice in Lisbon, Portugal. The researcher thanks Mr. John Norrish and Dr. R.B. Hicks for facilitating this opportunity, and Dr. Roger Flavel for his co-operation. Special thanks also go to the British Council for financing my stay in London and the trip to Lisbon.

The researcher thanks Dr. Tilahun Gamta, for his help and supervising the initial stage of the project; Mr. John Atkins for reading and commenting on all project materials; Professor Asmerom Kidane (Department of Statistics, Faculty of Science, A.A.U.), for his help in the statistical analysis of the data; Dr. Dejene Letta, Dean of Institute of Language Studies, for allowing me to use the ILS conference room to run the project sessions; Dr. Demesu Gemeda, Dean of Graduate Studies, A.A.U. and Ato Mekonnen Gelaye, Finance (Head) A.A.U., for their co-operation in the financing of the field work; the staff of Yekatit Comprehensive Secondary School, particularly Ato Fisseha Samuel, Director and Ato Dawit Worku, Head of English Department, for their assistance during the practicum and collection of data; the staff and students of the Department of Foreign Languages and Literature, particularly those who participated in the longitudinal study; Ato Bekele Asfaw for his technical help, W/o Konjit Ayalew and w/t Genet Mengesha for typing project materials; the Mathematics Department, and the School of Information Studies for Africa (SISA) of A.A.U., for allowing me to use their computer facilities; M.D. Katombe, ESOL research student from Zaire for his help in using the Macintosh LC computer system.

Organisation of the Thesis

The thesis is organised in two volumes. Volume one is the main text of the thesis. It is organised in eight chapters. Chapter one gives a brief factual account on Ethiopia [1.1]; a description of the problem and its significance [1.2] and limitation of the research [1.3]. Chapter two is (i) a brief review of the models used to train teachers and their underlying assumptions and (ii) a theoretical discussion that led to the reconstruction of the researcher's model for the preparation of pre service EFL teachers. Chapter three is a brief description of the research methodology used. The theoretical discussions that academics make are referred to earlier works. Thus, the description focuses on what the researcher did.

Chapters four, five, six and seven are reports, analyses and discussions of the findings. Chapter four is an analysis and discussion of the statistical observations made in the cross sectional study. The observations made in this study were used to reconstruct the reflective methodology which the researcher experimented with. [see figure 3]. The survey study revealed that variability in teachers' perceptions of the professional practices and their underlying principles is very significant. Variability reflected (i) lack of adequate and varied practical teaching skills; and (ii) lack of accessibility to the knowledge base of teaching. However, the value attachments to the practices and principles of language teaching and related professional issues reflected positive intentions of teachers that can be transformed to be behaviours of practice.

The longitudinal study was conducted to see the practicality of the model reconstructed and efficiency in bringing about desirable attitudinal and behavioural changes in trainees. Chapter five is a statistical analysis of trainees; perceptions and value attachments to the practices and principles treated in the cross sectional study both at pre and post project. The purpose was to see the patterns of changes in trainees thinking and the effect of the project on variability. It was also a test on variability itself as a predictor of lack of practical experience or practical teaching skills. The

observations made support that variability reflects lack of practical teaching skills and access to the knowledge base of teaching. The possibility of implementing a learning centred reflective teacher training methodology in the Ethiopian context is also proved for practicality and efficiency: variability significantly reduced and positive value attachment developed suggesting changes of attitude and behaviour in trainees.

Chapters six and seven reflect the process that took place during the training season as perceived by the trainees themselves and the researcher himself. Chapter six is based on data collected from trainees' diaries and project evaluations. Trainees reflected that they were able to get access to the knowledge of teaching thereby promoting their shared understanding of the profession. The reflections showed that trainees made significant changes in their perceptions of professional practices and their underlying principles, value systems and attitude. The process was a demanding and challenging one suggesting that a teacher training methodology of practice and reflection demands skilful management. This process was also reflected in the researcher's analysis of the eighty teaching practices recorded and discussed in chapter seven.

The observation in Chapter seven reflected the existence of critical stages in the practicum that should be managed and handled with care if teachers are to embark on professionalism. The behaviours reflected during the critical stages are discussed. The practicum revealed that when teachers reach a stage of exploration and experimentation to increase their teaching repertoire, they make a leap towards professional development and continue to explore effective teaching. It was perceived from the developments observed and practices reflected that effective teaching is neither teacher centred nor learner centred but a process realised when a teacher is able to bring about the optimum interaction of classroom variables. [see figure 4].

Chapter eight highlights the major findings and observations made in the study. Recommendations on helping teachers to improve their language abilities and the

methodology of training teachers to teach and develop professionally are outlined, conclusion is made with some selected topics for further inquiry and research.

Volume II is composed of nine appendices. The questionnaire used to collect the quantitative data, the project activities used for training, the statistical computations, diary exerpts, descriptions of teaching practices, and project evaluations are appendixed.[see Appendices I to IX].

Abstract

A learning centred approach to the training of EFL teachers at pre service level was tested for appropriateness and efficiency in bringing about desirable attitudinal and behavioural changes. A general framework was reconstructed to reflect the development of knowledge of teaching constituting background knowledge, existing practices of teaching and exploring new practices of teaching. A ***cross sectional survey study*** *was made covering a population of 38 respondents of four categories: trainees who followed the revised syllabus of the ILS, trainees who followed the old syllabus of the ILS, university lecturers teaching English and school teachers teaching English. The purposes of this study were (i) to get a reasonable picture of the status quo and (ii) to pilot the efficiency and precision of the questionnaire designed to collect data. The questionnaire included items that reflect teachers' perceptions of effective teaching, attitudes to the profession and perceptions of classroom communication in terms of Fanselow's categories. Data collected was treated by using the variability test and Means of preferences were computed to see value attachments. The* ***cross sectional study*** *suggested that teacher variability in the preferences of language teaching practices and their underlying principles is determined by lack of practical experience. Teachers' perceptions showed statistically significant agreement in those practices and principles that reflect their teaching (for the practitioners) and classroom learning (for the trainees) experiences. The Means computed to show value attachments, however, suggested the existence of favourable intentions in teachers to be competent in their professional practices. Thus, a* ***teacher training methodology focusing on practice and reflection*** *was reconstructed to promote the development of knowledge of teaching in trainees. The effect of the methodology was tested by conducting an experiment for four months with eleven trainees of EFL of the ILS. Statistical data was collected using the core questionnaire at pre and post project. Qualitative data was collected using diaries, video recordings of teaching practices and project evaluations made by participants. The variability and sign tests were used to treat statistical data. Descriptions of qualitative data were made for reflection on the process. The effect of reflective practical experience on reducing variability by helping trainees to get access to the knowledge base of teaching is supported. The* ***longitudinal study*** *suggested that (i) as teachers' teaching repertoire increases, their shared perceptions of practices and principles of promoting effective teaching increase; (ii) as teachers' understanding of themselves and their practices increase their abilities to optimise the interaction of classroom variables increase and (iii) as a corollary effective teaching is neither teacher nor learner centred, but a process realised when a teacher is able to bring himself/herself, the students and the teaching aids in use into optimum interaction. In the longitudinal study reflections made by trainees and observations made during the four months suggested that if teachers are helped to discover themselves and understand their practices, they can tackle classroom problems such as class size, poor motivation of students, poor materials and the like. In order to help trainees to get in control of their capacities, the training methodology has to consider trainees' background knowledge as a starting point.*

Trainees come to the training programme with established beliefs, values and expectations. Reflection on these topics prepares them to accommodate new modes of thinking. A descriptive and participatory approach is observed to be an appropriate technique to break defensive barriers and to create a social climate of trust among trainees themselves on the one hand, between the trainer and trainees, on the other. The longitudinal study suggested that as trainees continue to develop self confidence, they also embark on exploring and experimenting with new techniques and practices to increase their teaching repertoire. The management of the process is critical and the role of the teacher trainer is decisive. The exploratory stage marks a significant behavioural and attitudinal change towards becoming a professional teacher. The process of learning to teach and teaching to learn is enhanced. Thus, it is called ***A Learning Centred Approach.*** *Since this is also* ***an exploratory study,*** *the validity of observations made and statistical measurements used has to be confirmed by colleagues interested in second language teacher education. It is hoped that issues raised throughout this work will provoke thought, inquiry, and future research.*

CHAPTER ONE

INTRODUCTION

1.1 Background Note on Ethiopia

Ethiopia is one of the oldest nations of the world. It was ruled by a monarch until the year 1974 when the military took power by overthrowing the then Emperor Haile Selassie I. This was followed by a civil war which exaceberated the effect of the draught and famine causing untold human misery. In the year 1991 the military government was defeated by the opposition forces leading to the formation of the present transitional government. At present the country seems to have achieved relative peace and stability.

By African standards it has a large population composed of different ethnic groups: the Oromo, Amhara, Tigray, Somali, Welita, Afar, Guragie, Kambata and Hadiya constituting the majority. [see Wagaw, 1990; Bergit, 1988; McNab, 1989; Bender, et al, 1976 for ethnic and linguistic diversity in Ethiopia]. The World Bank Report [1991] estimated the population in the year 1989 at about 49 million, annual population growth rate at 3%.

Ethiopia is an agricultural country. Over 90% of the population depend on income derived from agricultural activities. This sector of the economy, nevertheless, has been seriously affected by drought and civil war. The economy is still at a subsistence stage. Economic growth is estimated to be less than 1%, per capita US $120. The major export product is coffee followed by skin and hides. [see also Wagaw, 1990, introduction; Bergit, 1988, Facts About Ethiopia].

Ethiopia has a rich cultural heritage that has accumulated for the last several thousand years. The Aksumite civilisation, the rock hewn churches at Lalibella, the castles at Gondar, the Geéz scripture and the various religious texts written by church scholars, and the elaborated 'Gada' system of the Oromo nation which symbolises black democracy can be cited as examples. Geéz is the language used exclusively in the Ethiopian Orthodox Church. It is believed to be one of the oldest Semitic

languages. [see Pankhurst, 1976]. 'Gada' is a system developed in the Oromo culture by which the people manage their social, economic and political activities. [see Legesse 1973, and 1980]. Modern education started at the beginning of this century. Nevertheless, literacy has a long history associated with the teaching of the Orthodox Church, but it was practised on a very limited scale predominantly by members of the clergy. At present education has expanded at all levels: primary, secondary, tertiary. [see Pankhurst, in Bender et al, 1976].

Teacher training institutions were opened in order to meet the requirements of the primary schools for qualified teachers. [see Wagaw, 1979; Haile Weldimikael in Bender et al, 1976]. The number of Teacher Training Institutions (TTI) has increased rapidly since the 1974 revolution. [see McNab, 1989]. However, the selection of candidates and the duration as well as the content and delivery of the training syllabus have great variations. When the TTI's started functioning namely Addis Ababa (1960), Harar (1952), Debre Berhan (1963), and Asmara (1943), they selected high calibre candidates who were motivated to work as teachers.

According to Wagaw [1979], in 1944 the Ministry of Education and Fine Arts 'opened the first teacher training college in one room of Menelik II School. The British Council provided personnel, an arrangement that was to last until 1948.' [*ibid.*, 62]. Emphasis was laid on professional subjects. The slogan at that time was: "A Teacher Training Institute should be a place where men are trained and men are made. None but the best should be entrusted with the education and care of the children of Ethiopia. Remember that you must be a man yourself before you train a man, you yourself must be the pattern he shall follow." [*ibid.*, 63]. Although there are debatable values expressed in the slogan, the fact that high calibre candidates should join the profession remains educationally significant.

The training programme varied in duration from school to school. The first Teacher Training college of Addis Ababa moved to Harar in 1952--53. Thus, the Harar Teacher Training Institute resumed its function as a four-year programme. It recruited trainees who completed grade eight and successfully passed the National

Grade Eight Examination. The training curriculum focused on 'the continuation of education and the acquisition of professional skills, plus teaching practice.' [*ibid.*]. In order to meet the need for teachers several community teacher training programmes were opened in the senior secondary schools out of which the following could be cited as examples: the Majete Community Teacher Training School in 1956 and was later upgraded to a regular teacher training with the help of UNESCO in 1960 as Haile Selassie I Day School in Addis Ababa; the Debre Berhan Community Teacher Training in 1957 which was later upgraded to become a regular Teacher Training Institute in 1963 with technical aid from USAID. The one year community teacher training programme became a two-year programme. It focused on practice teaching. [see McNab, 1989]. In Eritrea teacher training started under British military administration in 1943 which became the Asmara Teacher Training Institute and was later standardised as a two-year programme.

As the demand for elementary school teachers increased the number of TTI's grew. Teachers are trained also in Bahr Dar (1972--73), Awassa (1972--73, Nekemte (1972 --73) and Jimma (1968). After the 1974 revolution, the following training centres have been added: Robi, Dessie, Nazerth, and Gondar. The Addis Ababa Teacher Training located at Kotebe was upgraded to a college of teacher education in 1969. Instead of training candidates of reasonably acceptable calibre, the TTI's were made to accept grade twelve drop outs and train them for a year to teach in the elementary schools. The training curriculum covered about eighteen subjects that candidates were required to teach in the schools: geography, biology, agriculture, handicraft, music, pedagogy, psychology, Marxism-Leninism, Amharic, English, mathematics, physical education, history, chemistry, physics, home economics, and arts. [see McNab, 1989].

Secondary school teachers are now trained in three institutions of higher learning: Addis Ababa University (A.A.U.) as of 1955, Bahr Dar College of Pedagogical Sciences (BCPS) as of 1973, and Kotebe College of Teacher Education (KCTE) as of 1969. The Faculty of Education of the Addis Ababa University was

responsible for the training of senior secondary school teachers. The Faculty was initiated in 1955 as a section of the Faculty of Arts under an agreement signed between the Ethiopian Government and the United States Operations Mission in Ethiopia. In 1959 the section was reorganised as a Department of education and in 1962 it was further restructured to become the Faculty of Education. [see Wagaw , 1979 and 1990]. The Bahr Dar College of Pedagogical Sciences was mainly training teacher trainers for the TTI's. [see Browen, 1976]. The Kotebe College of Teacher Education was training teachers for the junior high schools. At present both BCPS and KCTE also train teachers to teach in the senior secondary schools. The Faculty of Education used to get most of the candidates through its special grade twelve programme in the institution called Prince Bedemariam Laboratory School. This school was specially designed to get high calibre candidates who would join the degree programme of the Faculty upon successful completion of the one year special programme, without being required to take the E.S.L.C.E. (Ethiopian School Leaving Certificate Examination). [see Browen, 1976]. However after the 1974 revolution the school was closed. The Faculty of Education was limited to the offering of courses in pedagogy, and the responsibility of training subject teachers was taken by other faculties namely the Science Faculty, the Social Science Faculty, and the Institute of Language Studies (ILS). Candidates were assigned to these faculties to major in the various subjects irrespective of interest and aptitude. [see Wagaw, 1990].

The three institutions of higher learning are also engaged in the training of English language teachers. But, the Institute of Language Studies shoulders the primary responsibility of training English language teachers for the senior secondary schools and colleges of higher learning including those mentioned above. The ILS was formed in 1977 when the Faculty of Arts disintegrated. In 1989 the Department of Foreign Languages of the ILS revised its undergraduate programme gearing it towards the training of EFL teachers by adding skills development methodology courses. It has also revised the MA post graduate programme in TEFL focusing on the practical application of TEFL principles. In collaboration with the British Council

the ILS is trying to strengthen the teaching of English by exposing its staff to current developments of EFL methodology through short and long term training in the UK. Since the year 1989 the ILS has embarked on a joint PhD Programme in TEFL with the ESOL department of the Institute of Education University of London. This research is part of the endeavour made in this respect.

1.2 The Research Problem: Description, Significance and Purpose

Ethiopia is one of those developing countries that depend on English language for educational purposes, international relations and commerce. The English language people use is generally the English they have learned in schools. There are no obvious conditions that force students or others to use English outside of the educational establishments, apart from the limited working places employing very few people such as the international organisations. Therefore, the role of English is very significant in the educational life of the country.

In order to promote effective teaching and learning, educators think that a good command of the language of instruction by teachers and students is vital. In this sense English language is either facilitating or hindering the educational process of the country. Some educators think that the English language ability of students is so poor that the medium of instruction should be changed in favour of Amharic. [see Browen, 1976]. Although the existing feeling of declining educational standard, which all educators agree, is taken as a reason for such arguments; the primary motive is political. The process of 'Amharanization' was considered to be synonymous with Ethiopianization. This process was believed to be politically a guarantee of Ethiopian unity under 'Amhara' domination. "In Imperial Ethiopia, the political programme of the state rested on the principles of Amharanization and controlled modernisation." [McNab, 1989: 177]. Despite public announcements and official declarations that all nationalities and ethnic groups have equal rights to develop their culture and languages, the so called socialist revolution did not depart from the main stream of

Amharanization that has been promoted in the last one century. McNab [1989: 179] explains:

> "The analysis of Ethiopian survey and census data shows that Amharic is spreading in the urban areas and that in these areas there might be a language shift to Amharic among some ethno-linguistic groups. Even in the rural areas, through the mass media and through the mass organisation established by the Revolutionary government, knowledge of Amharic is more widespread than before the revolution. One of the agents for the spread of Amharic is the education system itself."

Conscious efforts have been made to make Amharic the medium of instruction particularly in the last decade, but in vain. This process has been thwarted by current political thinking of the Transitional Government which is in power. Asfaw and Murison -Bowie [1976: 433] earlier observed that the decision of using a national language in this case Amharic as a medium of instruction leads to conflicting political issues and educational dilemmas. Amharic can not adequately meet the instructional requirements that secondary and tertiary schools need. The teaching of English should be rather strengthened.

Although arguments for and against English as a medium of instruction are frequently heard in formal and informal discussions made by concerned Ethiopian intellectuals, the attitude of people towards English is positive. [see Taddele Adamu, 1991, PhD Thesis, unpublished]. Current political changes seem also to strengthen the position of English. The Ministry of Education has made the teaching of English language compulsory as of grade one for all nations and nationalities. It seems as if English will continue to occupy a central position in the educational life of the country. Even those who express strong national sentiments in terms of traditional Amhara domination play a double standard. They prefer to send their children to schools with good instruction in English and with strong influences of western thinking. They hardly associate themselves with the Amharas at the grass root level. One of the fundamental reasons why Amharic could not spread as it was intended was because it was not supported by change and development. It became rather an instrument of suppression and consequently exposed itself and its protagonists to

hostile resistance from the other nationalities and ethnic groups. The over emphasis of language as a political weapon prevailing in the country today is a resultant of this process. English being a neutral language to all ethnic groups is likely to get prominence beyond its current educational value.

The question is what should be done to improve the teaching of English so that it could facilitate the educational process, which is of immediate need. The problem of English language teaching is acute. According to a survey made by the I.E.R. [Institute of Educational Research: Habtemariam Marcos and Hailom Banteyerga, 1989] in all major institutions of higher learning (Addis Ababa University, Asmara University, Alemaya University, Bahr Dar College of Pedagogical Sciences, Polytechnic, and Kotebe College of Teacher Education), even the most highly selected students joining these establishments have serious problems with English. Instructors and professors complain that students can hardly communicate in the language. The effect of the inability to use the language of instruction on the quality of the teaching and learning is obvious. For example, university graduates are criticised by employers for inability to write simple progress reports.

Instruction and evaluation in institutions of higher learning is generally felt to be rapidly declining in standard. [see McNab, 1989]. The argument raised in connection to falling standards of education has been always a vicious circle. Institutions of higher learning reflect that they can not maintain standard of instruction because schools do not satisfactorily prepare students to cope with the demands of higher education, if standard is to be maintained. Schools, on the other hand argue that they can not prepare students for higher learning because most graduates of institutions of higher learning working as teachers are not professionally competent.

The other argument is financial satisfaction, not job satisfaction. Even those few, who are capable in the subject they teach, are not interested to work as teachers. They remain in the profession until they find other jobs. Therefore, teaching is a

stepping stone for another job. In short the argument can be expressed as follows: Competent teachers are not happy to work with commitment because they are not paid well. Teachers are not paid well because the government is financially incapable of doing so. The government revenue is low because there is less production. There is less production basically because there is less focus on economic activities and more on unhealthy power relations.

In the educational sector, bureaucracy is a serious problem. Wagaw [1979: 128] quotes Aklilu Habte [1967: 36], the former president of the present AAU, saying, based on a survey study he published in 1967, "teachers seem to have lost all faith in the Ministry of Education and its officials.... The ministry is sometimes pictured as a remote island peopled with incompetent and corrupt clerks and administrators, whose sole preoccupation... besides coffee-drinking and gossip...is the devising of ways and means to oppress teachers." The study also reflects that 'school directors are selected on the basis of every criterion except ability and professional qualification'. [*ibid.*]. The bureaucracy still remains to be an obstacle in the professional growth of teachers. Wagaw elaborates:

> "The perceived oppression and suppression of teachers by central and local ministry officials increased with the distance of their schools from Addis Ababa. They felt they were looked upon as menials to be moved about at the whim of officials, that favouritism prevailed, and that the ministry had no way of distinguishing competent individuals from incompetent ones. They feared they had no one to protect them from 'exploitation, unfair treatment, unjustifiable mishandling by officials, or unfair accusations by students and parents.' Teachers felt insecure and apprehensive-- materially as well as psychologically--and it is not surprising that they preferred to work where they were more likely to be given fair treatment." [*ibid.*].

After the 1974 revolution, the status of teachers and their profession also continued to be the same. The expansion of schools was done for political ends. [see McNab, 1989]. It did not advance the spiritual and material needs of the people. It rather blatantly negated values and beliefs of the society to promote an ideology that its protagonists hardly understood. Education became more of a dilemma than of a solution to problems of development. Hence, people became suspicious of the value

of 'modern education'. Moreover, a very insignificant population of those who finish secondary education get higher learning. The rest remain a burden to society.

Modern education seems to be wrongly perceived and used. It is seen as a tool for personal benefit rather as a means of social change. It does not prepare learners to assume responsibility to serve the people and their country. Browen [1976] made a survey study in 1969 and observed that school directors and teachers attending summer programmes in AAU perceive education as a means of self improvement (64.5%); better standard of living (29.8%) and 'only 5.7 percent claim such reasons as an interest in learning, specialisation in the field, better contribution to nation -building, doing a better job, etc.' [*ibid.*, 476]. For the people at the grass root level, it was easy to support economically their traditional feudal lords. But it has become impossible to do similarly for a multitude of dependants. Hoerr [1974 cited in McNab, 1989: 65] says: "The country [Ethiopia] now finds that the internationally mixed education model which is imported is (a) of questionable socio-economic relevance to a largely rural agricultural population and (b) highly inequitable in terms of education opportunity."

Ethiopia needs to rethink education and its purpose. It is true that one can not think of development in the absence of education. But what kind of education? From the observations cited above, the administrative set up of the Ministry of Education needs restructuring in such away that it can serve teachers and facilitate their teaching activities. The government must be ready to mobilise resources available for the purpose of 'productive' and 'meaningful' education. Teacher Training Institutions must be able to train teachers who can tackle problems from the sense of responsibility as professional practitioners and as citizens. The training methodology must ensure attitudinal and behavioural changes in trainees necessary to meet professional requirements.

In this project the training aspect of teachers is addressed. By focusing on the teaching of English as a foreign language, the researcher is attempting to explore new directions that help to address the problem of English language instruction in the

country. As a corollary, it is expected to contribute to the hypothesis of rethinking and redirecting education in Ethiopia with a possible implication to other developing countries that share similar features.

English language classrooms in Ethiopian schools are very complex and unpredictable. They need professionally committed teachers who are sensitive to classroom events. They need to be intelligent enough to take reasoned decisions duly. The paradox is that teachers trained in the institutions of higher learning are not prepared to cope with the complex classroom situation prevailing in Ethiopian schools. All English language teachers complain of large class size, shortage of teaching materials, poorly motivated students as major factors of their inability to teach effectively. [see Aklilu Habte, 1967 on the reasons given for leaving the profession; the study refers to elementary school teachers, but the same holds true with secondary school teachers, too]. Browen [1976], however, thinks teachers also lack commitment to the profession. He says:

> "The problem of teacher dissatisfaction may be partly due to a lack of vocation--for many there never was a real desire for a career in education. At least 42 percent in Aklilu's survey indicated that external factors had influenced their original decision to become teachers. But of those who went into teaching with dedication and enthusiasm some had become so discouraged and frustrated that they abandoned the profession." [*ibid.*, 475].

In the survey study he made in 1969, Browen observed that about three fourth of the teachers included in the study think that they are not paid according their educational level. However, he argues that this is unreasonable for most of them were paid about 250 Ethiopian dollar which was above the salary standard given by any government office for the same level of education. Browen rather thinks that teachers have wrong beliefs of the profession and its status in society which significantly deter their practices as teachers. The survey study reflected teachers' perceptions of the status of teaching to be not only misconceived but also disappointing. He says,

> "Even the lowest-rated occupation ranks 'favourably'; four out of every ten respondents feel that a service station attendant rates above a

> teacher and nearly three out of ten rank him above a school director. Other rankings are equally surprising and dismaying. A traditional church school teacher, typically the only teacher in the school, possibly working in the church compound under a tree at little or no salary, rates 15 percentage points above a teacher. Clerks and police officers far out rank teachers and directors, as do bank tellers, pharmacists, and the owner of the bar." [*ibid.*. 478].

The argument raised by Browen shows the need to promote positive attitude and value system in education, particularly to the teaching profession. In the cross sectional study of this project [see Ch. IV] teachers reflected uncertainty about the status of teaching, too. As noted above particularly the survey study of Aklilu [1967], there are bureaucratic problems hindering the growth of the teaching profession. At the same time the profession looks to be wrongly perceived by the practitioners themselves. As a matter of principle, teachers are expected to be the source of change and development. [see McNiff, 1988]. However, the Ethiopian experience does not reflect this. Let alone to embark on the noble task of social transformation, they do not even look valuing themselves as ordinary members of the society. Thus, the prerequisite should be to help them to change positively in terms of attitude and behaviour in order to be ready for the job. Teacher training institutions have a great responsibility in this endeavour. Failure of teachers to meet their duties and obligations also reflects failure of teacher training institutions. Wagaw [1979 citing Aklilu's study [1967] observes:

> "A 1960 survey made by the Ministry of Education revealed that, of those teachers who had graduated within the first decade from one-year teacher training programs, 23 percent had left the profession; of the four-year program graduates, 28 percent, and of the Community Teacher Training graduates, 42 percent; an average rate of about 30 percent." [*ibid.*, 128].

The problem observed above is still prevalent in the teaching profession in Ethiopia. Although statistical data is not available, teachers were blamed for abandoning their profession to get administrative positions in 'kebeles' (districts) and other organisations that the former Military Government used to suppress the people.

Attempts are not still made to redirect education to address local needs and as a result to give teaching its proper place in society. Research activities have not succeeded in addressing local problems.

When one speaks of Ethiopian education, the teaching of English occupies a crucial position . It is also focal in the educational crisis currently pronounced in the country. As a result, it is a fertile ground for research. The problems of teaching English are visible. But research activities in this area is not encouraging. The TEFL graduate programme of ILS has promoted some research exercises as a partial requirement of the MA programme. The purpose of such researches has been always to train graduate students to be able to do research activities. The researcher did not come across research works that are locally generated either in the schools where the problem exists or in the institutes of higher learning, where research and fresh ideas are expected to flourish on the issue of linking education to local needs. For example, there are no research activities that help teachers to be able to exploit available local resources for the purpose of teaching in order to overcome the problem of shortage of materials. There are no reports on how teachers could minimise the effect of large class size as an obstacle in the teaching of language. The graduate research papers reflect the existence of problems which are obvious, but they do not reflect on any practical experiences of tackling them.

As far as the Ethiopian experience goes, education as it stands now does not seem to have initiated the problem solving capacity of those going to school. No teacher training institute or college has critically questioned the philosophy and practice of teacher training in relation to the realities prevailing in the schools. No study has been made on the use of appropriate methodology for the training of teachers to promote the values of responsibility and self reliance in the educational process. What are commonly heard in various educational seminars as solutions for improving the quality of teaching are the obvious ones: class size should be reduced, adequate teaching facilities should be supplied, salary of teachers should be raised [I.E.R., 1990]. These suggestions automatically become political issues. They look

desirable, but they cannot get a satisfactory answer in poor countries like Ethiopia where population growth is as high as 3% and economic growth is as low as 1% and possibly negative [see World Bank Report, 1991]. If the problem is addressed in this manner, there is little chance of a solution. It seems unreasonable to speak of immediate reduction of class size, while the population of school age is growing because of high fertility rate and very significant reduction of infant mortality. [see World Bank Report, 1991].

Class size, for example, is the major reason given for making teaching ineffective. [see Wagaw, 1979]. It has been taken as an axiom particularly in the teaching of language. But it looks to be a belief and a good weapon to be used as a cover up of professional inadequacy and lack of commitment to one's duties and responsibilities. Allwright [1989:3], writing on 'class size', contends:

> "It raises the suspicion that the people who complain about their 'large' classes making it impossible for them to innovate are perhaps really only trying to find a plausible excuses for a general, if understandable, reluctance to re-think their whole approach to language pedagogy."

The responsibility of teachers in general is delicate, difficult and demanding. It needs ability and commitment. Teachers of foreign languages, particularly assume double responsibility. They, themselves, are learners of the language they teach. They must work creatively, flexibly and competently to meet the requirement of a teacher, particularly that of the language teacher. They are not only required to show mastery of the language they teach and how to teach it, but also to be humane in order to understand the pain the learner experiences when learning a foreign language such as learning English in Ethiopia. In order to be ready to meet this demanding and difficult task, the role of teacher training institutions is very significant, and it can not be overlooked as is the tendency at the moment.

Moreover, the way teachers are prepared to deal with classroom events has a decisive role in enhancing the educational process. In the teaching and learning process, the teacher as an informed person has a major role in helping learners to

develop educationally, socially, and psychologically. Teachers have the responsibility to cultivate both the affective and cognitive domains of learners. The learning experiences of student-teachers in the teacher training institutions has a direct influence on their teaching behaviours when they join the profession. The teaching of foreign languages like English is more complex than other school subjects. Language learning involves emotional commitment in addition to the cognitive demands it imposes on the learner. [see Hutchinson and Waters, 1987]. Teachers should be aware that teaching is not an end by itself but a means to learning-- teaching as mediated by learning. [see Widdowson, 1983, 90].

A close observation of the pre-service EFL teacher training programmes, as far as the Ethiopian experience goes, gives a different picture of the status quo, however. As noted earlier, student teachers join the programme irrespective of their interest and aptitude. When the EFL undergraduate programme of the Department of Foreign Languages and Literature opened an undergraduate teacher training programme in EFL in the year 1989 as its major programme, not even a single student volunteered to be a teacher candidate. [see also Browen, 1976].

Student teachers seem to be coming to the teacher training programme completely disorientated about the profession and the role of the teacher, and sadly they also seem to be going to the teaching profession as disorientated as ever. It looks evident that the ultimate concern of such candidates can be nothing but getting the university sealed diploma or degree. Therefore, it can be said that student teachers stay in the programme to get diplomas. It is no wonder, then, if high school students go into school just to get a certificate for passing from one grade to the next.

What looks more frightening is that attempts are not made by teacher training programmes to re-orient candidates so that they can embark on the process of professional development. Re-orient does not mean preaching the nobility of the profession and the value of the subject that candidates study, but bringing about desirable behavioural and attitudinal changes in the candidates themselves. Teacher training institutions seem to be capitalising on a process of producing university or

college certified teachers who, nevertheless, cannot cope with school realities in a professional way, but just teach by making ends meet somehow. Graduates join teaching without being adequately prepared to meet the requirements of the profession. [see Browen, 1976].

If the educational crisis prevailing in the country, particularly the teaching of English is to be improved in order to facilitate the acquisition of knowledge and skills appropriate for the development of the country, a collective endeavour is needed by everyone involved in the enterprise. The project, although conducted on a limited scale, has triggered the feeling that teachers can be trained to learn to teach and to be able to cope with problems of classroom thereby making teaching as effective as possible. They can be trained to value the profession more than anything else. [see Chs VI & VII, this Volume].

This study is exploratory and it does not intend to give ready made solutions to make the teaching of English effective. But it is meant to contribute modestly by generating some insights that could be of help in addressing the problem in a sound manner. It seeks to provoke educators to start thinking of what they have done and what they should do from the perspective of responsibility and vision. The researcher believes that a renaissance in the value system of teaching has to start in order to attract competent candidates.

In this research an attempt has been made to explore appropriate ways of preparing pre-service EFL student teachers. The researcher believes that if teachers are helped to explore themselves, they can be committed to their duties and responsibilities. If they can reflect on their practices, effective teaching can be achieved, and the value system of the profession can be revitalised in the long run. [see McNiff, 1988]. This in turn could lay the basis of attracting self initiated competent candidates to the profession, triggering the chain reaction towards the renaissance of education. It follows then, if teachers of English are committed and capable in their profession, they can facilitate the learning of other subjects including English as a subject. If students can use the language to learn the subject they want,

they will appreciate the knowledge they get and can give higher value to the role played by the English language teacher. (In Ethiopia English language is not associated with colonial experience). If they can appreciate the role played by the teacher of English, they can be attracted to be teachers of English. In fact, students do not seem to have any negative feeling towards English, at all. They look rather sceptical about their future as teachers, for that matter, of any subject.

The reasoning could be extended further. Teaching as a profession could be attractive if education can instil in students' thinking that intellectual values are of primary importance. [see Wagaw, 1979]. The researcher believes that education has to be the responsibility of the society and should not be subjected to immediate cost benefit analysis. The effect of education is long term. It can be used to create commodities but it should not be taken, itself as a commodity subject to the forces of the market. The commercialisation of education, nevertheless, has eroded its value so much that people have started wondering whether it would be wise to make their children shop keepers or send them to school.

In Ethiopia, for example, the value attached to education is very much on the decline. The common saying is 'It is better to have one kiosk rather than three degrees (BA, MA, and PhD)'. It explains the tendency towards valuing immediate benefits, and showing no concern for long term consequences. [see Browen, 1976]. In fact, in Addis Ababa practically, every one seems to own or be on the way to owning a kiosk. Many including myself have started wondering who is going to be the buyer and who will be the seller of consumer goods.

Educational values have to be protected from being seen in terms of coins or kiosks. This can be promoted by deliberately developing the value system of the teacher and his profession. [see Richards, 1989]. What makes a teacher appreciate his/her work as a teacher is if the work has recognised values distinct from other activities. Professionalism can ensure a work to get its proper status. The service given can be to the utmost satisfaction of society. Consequently, the value attached to the profession grows; so also commitment and motivation of its practitioners. [see

Ch. VI]. In the longitudinal study of this project, it was observed that as trainees expend the necessary labour, intellectual and/or physical, to assume the teaching responsibility, they showed not only efficiency in teaching, but were able to overcome indifference to professional negligence observed in colleagues. [see Appendix VI, vol. II] .

1.3 Limitation of the Research

The research was conducted under difficult circumstances. Students who participated in the longitudinal study of the project were under pressure from the regular courses. The Addis Ababa University runs the undergraduate programme on semester basis. Students are required to take up to twenty credit hours a semester. The total requirement for the Bachelor degree is about 130 credit hours in major, minor and general courses including the first year programme. In the academic year 1991-2, however, the university was forced to run a trimester programme in order to compensate the lost semester of the previous academic year.

It is to be recalled that as the resistance forces to the former military government were progressing towards Addis Ababa, university students were mobilised to fight against them. They were sent to the military training centre in Blate Centre for Military Training, which is about 300 km south of Addis Ababa. But, Addis Ababa was taken by the EPRDF (Ethiopian Peoples' Revolutionary Democratic Forces) before the students were deployed to the war front. When the university was reopened in 1991, it had to run a trimester programme. This caused tremendous pressure on staff and students.

It was difficult to find common free time for all students to work during the day time and week days, to run the project sessions. Therefore, it became necessary to use the evening from 6:30 to 8:30 and sometimes the week ends. Students who stayed outside the campus had to drop their participation. As a result of this, five students dropped the project. In fact, it could have failed, if the students had not encouraged the researcher to go ahead. It was very hazardous for the researcher to travel in the evening from the project place (the university) to his residence in the suburbs of the

city. Starting from 7:00 p.m. the streets were abandoned and gunfire was frequently heard. The conditions in Addis Ababa were tense. If they had been favourable, the researcher thinks more observations could have been made.

The project activities were ambitiously designed and consequently they became very demanding in terms of time and task intensity. [see Appendices II and III]. Therefore, some of the activities were left, but students were advised to do them during their free time. Nevertheless, the researcher tried to fairly expose the research subjects to all the macro variables included in the research design.

Materials used in the research sessions were selected, sequenced, and graded by the researcher, himself. The lack of adequate experience could contribute to the problem of refinement mentioned above. The researcher has tried to make all materials used to be in consistent relation with the research model, however. The approach followed in this project is that of the researcher. The researcher has also tried to meet the standard that research requires. [see Ch. III].

CHAPTER TWO

REVIEW OF LITERATURE : THEORETICAL UNDERPINNINGS

In this chapter an attempt will be made to review the models that have been in use in the training of language teachers, their merits and demerits, the need for a learning focused model for the preparation of pre-service EFL teacher candidates, the basic characteristics of the model envisaged and re-constructed by the researcher.

2.1 Pre-service Teacher Training Models

The primary objective of any teacher training /education programme has been always to prepare student teachers in such a way that they can be able to bring about desirable behavioural changes thereby promoting effective teaching. According to Wallace (1991), three models of teacher training have been in use: The Crafts Model, the Applied Science Model , and the Reflective Model.

2.1.1 The Crafts Model

This model has been the first one to be in use for the training of teachers. It is based on the assumptions that 'the wisdom of the profession resides in an experienced professional practitioner, some one who is expert in the practice of the craft'. [*ibid.*, p.6]. Effective teaching is associated with the interest, attitude, judgement, self control, enthusiasm, adaptability, personality or degree of training of the teacher. [Richards, 1990: 3f] . An 'expert' intuitively decides on a teacher's ability to teach. [*ibid.*, p.3].

The Craft Model has its merits and demerits. Its main advantage is that it valued experiential knowledge as the core of professional training. Moreover, the trainee was given individual coaching by the trainer. The de-merits of the model, however, come from its methodological deficiency. Trainees are reduced to learning through imitation. The trainee is required to accept what the 'expert' tells him/her

without questioning. Therefore, the underpinning theory of education seems that of transmission of knowledge from one generation to the next. [Wallace, 1991].

2.1.2 The Applied Science Model

The model was developed on the assumption that problems of teaching can be solved scientifically. [Wallace, 1991]. The development in empiricism and behaviourism gave the belief that teaching can be empirically studied. After the 1950's research in the study of classroom behaviour advanced along these beliefs. Researchers developed different instruments to study teacher behaviour 'objectively' with the intention of describing 'effective' teaching that can be packaged for the training of teachers. Flander's system of Interaction Analysis and Moskwitz's FLint are good examples in this respect. [see Allwright, 1988].

The Applied Science Model is criticised for the very objective it tried to achieve. Good teaching is so complex that it can not be scientifically explained as the model claims. [Wallace, 1991]. According to Richards [1987] the idea of making studies in teaching empirical limited researchers to those behaviours that are observable, quantifiable, replicable, and measurable. The studies made in this respect focused on the low inference categories of teaching. They did not address high inference categories such as attitude, beliefs and value systems of teachers. [see Richards, 1987, 89, 90]. The research done by scholars has been very much dictated by the requirements of empirical research rather than by the conditions prevailing in schools, or those of the classroom. It looks that although much research work has been done since the 1950's [see Allwright, 1988], the influence it made on teaching seems to be minimal. [see also Arends, 1991 on the development of scientific knowledge on teaching]. Nevertheless, the Model promoted the idea that classroom behaviour should be studied systematically in order to take rational decision. This seems to be its main contribution to education.

Unlike the Crafts Model, it was able to deal with educational issues rigorously. Teacher training programmes were also standardised. The CBTE

(Competence Based Teacher Education) can be cited as an example. It promoted the idea that teaching can be described in sets of competencies for the purpose of training teachers. The teacher educator remains, however, the focal point of the process as a decision maker on instruction and evaluation. Teacher modelling is stressed as an appropriate technique of language teaching. Trainees have to meet the requirements set by the institution. The CBTE no doubt established standards in its own way, which is desirable in professional works such as teaching. But the process of achieving the standard prescribed is top down. It promotes learning through conditioning rather than through cognitive restructuring. Therefore, it suppresses the generative capacity of the trainee. Moreover, there are practices of effective teaching which are not theory driven. Nathaniel Gage [1984: 6 cited in Arends, 1991, xviii] describes effective teaching as

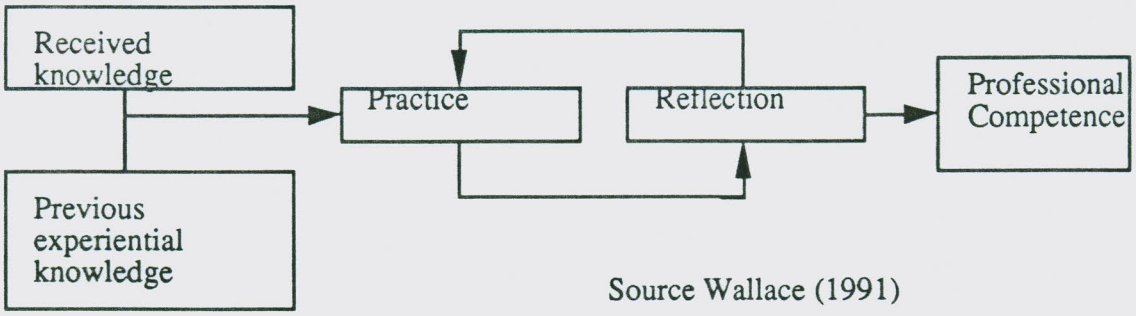
> "an instrumental or practical art, not a fine art aimed at creating beauty for its own sake. As an instrumental art, teaching is something that departs from recipes, formulas, or algorithms. It requires improvisation, spontaneity, the handling of hosts of considerations of form, style, pace, rhythm, and appropriateness in ways so complex that even computers must, in principle, fall behind, just as they cannot achieve what a mother does with her five-year-old or what a lover says at any given moment to his or her beloved."

And as a matter of principle as well as practice, no training institution or programme can succeed in instilling all competencies of teaching as prescribed by researchers or educators through modelling--learning through conditioning. [see Richards, 1989 on the issue of training and development; Widdowson 1983, 90 on the concepts of training and education].

2.1.3 The Reflective Model

The model is developed on the assumption that educational knowledge has two constituent parts that should be dealt in the training of teachers: 'received knowledge' and 'previous experiential knowledge'. According to Wallace [1991] the trainee practices teaching having both types of knowledge at the back of his/her mind.

Then the teaching practised is reflected upon by the trainee leading to further improved practice and professional competence. The process that trainees are required to pass through can be learned from the diagram given below.



Source Wallace (1991)

Figure 1 : The Reflective Model

The Reflective Model recognises the use of practice followed by reflection as the basis for professional knowledge. It seems to lack theoretical coherence, however. As Wallace [1991] explains, it takes Schön's [1983] notion of 'knowing in action' as one of its guiding principles of the teaching act. 'Knowing in action' is based on the assumption that teachers teach intuitively depending on their 'tacit knowledge'. It assumes that a teacher in actual practice can not explain all the moves he/she takes during the process of teaching. It is true that the teacher does not need to focus on every act he/she performs while teaching. But it is evident that all his/her acts are bounded by a consciously planned lesson. A teacher if he/she is teaching is assumed to be aware of what he/she is doing. This is what any teacher training programme tries to achieve, as a minimum. But the idea that teaching is intuitive and depends on 'tacit knowledge' could imply that teaching is not a profession or does not have a knowledge base. Research and common sense tell us that "effective teachers have control over knowledge base that guides what they do as teachers, both in and out of the classroom. In fact, professionals by definition have control over information (the knowledge base) that allows them to deal with certain matters more effectively than the average person." [Arends, 1991: 7].

The other question is can 'tacit knowledge' lead to professional competence? Professionalism means at least there is a recognised field that requires specialised

knowledge, shared by those engaged in the profession. It can be argued that knowledge in its 'tacit' form is limited to the individual practitioner, if it exists at all as the concept implies. If the logic behind the idea that knowledge is 'tacit' is followed, the teacher who uses tacit knowledge can not explain the rationale behind his/her moves in the classroom. [see Wallace, 1991]. He/she intuitively decides on the act to be performed or move to be taken. Then, if this is the case, the teacher will judge the action performed intuitively, as the common saying is 'It looks interesting' or 'It is boring' and the like. The reflection can be nothing but judgmental. If the so called 'tacit' knowledge generates descriptive reflection, the knowledge utilised is no more 'tacit' but a knowledge that is public and consequently that can be shared by other members undergoing the same educational process. It shows that there is a shared knowledge used to locate a file somewhere in the mind of the reflector. In other words, the methodology used has reactivated a file that has been processed and programmed by the analytic mind. If the command has been done accurately, the file comes into full life instantly. The analytic mind is ready to make necessary changes. This process is normally explained in different forms by schools following different lines of thinking. But what is important is that change is taking place. And the change is not instinctive like physiological growth of living things, but systematically manipulated.

The so called notion that knowledge of teaching is 'tacit' is rather dangerous, for it undermines the profession. It leads to the doubtful conclusion that teaching is individual because it is governed by intuition. In fact teaching is a matter of common sense, therefore any one can be a teacher. Thus, teacher training is a redundant programme. This line of thinking in education, furthermore, leads to the idea that there is no need to look for deliberate or conscious external input to promote learning through not only assimilation but also accommodation. If there is any accommodation that may take place in the learner or the teacher as a student of teaching, if this line of thinking is followed, it could be as the result of subconscious input. And what is said

to be subconscious can not be reflected upon to become public knowledge. It does not lend itself to change through accommodation, for it can not be negotiated.

But what seems confused in the academic discussions on the dependence of teaching on the so called 'tacit' knowledge is the lack of proper distinction between knowledge which is adequately exploited and consequently has become routine; and knowledge which is under scrutiny. A given knowledge could become a routine behaviour of an individual. In other words, it becomes a habitual behaviour in which case the brain has efficiently programmed it so that it can be used when needed, with the highest efficiency in the utilisation of time and space. Knowledge could be a routine behaviour in a community of users of that knowledge, too. Therefore, it is usually taken for granted when it is deployed to meet certain functions say teaching in a class, for example. On the other side, a knowledge area may be under scrutiny by the individual as well as by other members of the community. It is consequently featured by controversy until it gets a satisfactory answer. The researcher thinks that what is called 'tacit' is what is described above to be a routine knowledge. The teacher or the community members do not reflect on this knowledge because it is not necessary to do so--it wastes time and space.

Another source of confusion about human behaviour is the lack of making explicit the distinction between reflexive behaviour, shared by all members of the animal kingdom, and 'knowing behaviour', which seems to be exclusive behaviour of humans. The researcher thinks that, although this needs sufficient proof, the reflexive behaviour leads to instinctive reaction which all animals do, but does not have the capacity to analyse and make abstractions from the data that stimulated the behaviour. It is the analytic part of the brain that determines the knowing behaviour. It is the 'knowing behaviour' of humans that enabled them not only to withstand the havoc of nature but to be the supreme force. Knowledge therefore can not be an element of reflexive behaviour. An experience becomes knowledge when it is processed by the analytic mind. The so called 'tacit' knowledge seems to go parallel with reflexive behaviour, leading to instinctive behaviour and then intuition, and then to the saying

he/she is 'a born teacher'. Teaching is so complex that there are classroom practices that can not be explained by the present knowledge base of the profession, however. This is also true with other professions. Teachers like other professionals are required to demonstrate professional competence by making use of the knowledge base of teaching. This is also one of the fundamental objectives of teacher education.

> "As experts and professionals they [teachers] are expected to use *best practice* to help students learn essential skills and attitudes. It is no longer sufficient for teachers to be warm and loving toward children, nor is it sufficient for them to employ teaching practices based solely on intuition, personal preference, or conventional wisdom. Contemporary teachers are held accountable for using teaching practices that have shown to be effective, just as members of other professions, such as medicine, law, and architecture, are held to acceptable standards of practice." [Arends, 1991: 1].

Reflections on lessons taught by trainees with the help of video play back showed that trainees were able to explain their teaching behaviour when they saw what they did on TV monitor. They were able to reflect on lessons observed. They were able to reach a reasonable level of agreement and understanding of the process they observed and experience they learned. They did not bother on elements that were obvious to all of them. They strongly discussed new experiences, however. The idea of the existence of tacit knowledge as the concept implies is questionable. It simply reduces teaching to a common sense. [see 6.5 and 7.9].

Moreover, reflection on the assumption that teaching is intuitive can not be of help to the teacher, for the simple reason that professional competence needs social recognition --knowledge that is negotiated and shared. Griffinit [1984:38] says, "Professional activity is characterised in part by the interaction of knowledge, skill, experience, reflection, and subsequent redirection or modification of practice."

The notion of 'received knowledge' that the model recognised needs critical assessment. It is true that education has accumulated a wealth of experiences that teachers need to know. [see Strevens, 1974]. But any knowledge is subject to the law of change. This means teachers should not take any knowledge for granted and reflect on practice for the purpose of developing skills of implementation. In other words,

reflection in teacher training should not be limited to achieving efficiency in implementing pre determined skills, techniques, and procedures of teaching only. It must go beyond that to help the trainees to be able to synthesise the ideas to be practised and reflected upon so that they may be inspired to do something better than what the tutor or trainer may expect them to do.

Moreover, the relation between 'received knowledge' and 'experiential knowledge' is not clearly explained in the model. Whether they are subject to the synthesis of knowledge or not, it does not suggest. They are simply put as compartments as the sketch of Wallace [1991] shows. If the model had recognised reflection on knowledge (content or procedural) to be practised through the process of negotiation say between the trainee and the tutor, then, the process of synthesising 'received knowledge' and 'experiential knowledge' could have been facilitated. However the Model as it is, does not promote this. Nevertheless, the Reflective Model has taken the first step in promoting reflective 'practicum' in the training of teachers of English as a foreign Language.

The three models for the training of foreign language teachers discussed above can be taken to have significantly contributed to the process of teaching and teacher training. The need to observe an experienced teacher and focus on learning by doing has been duly recognised in the Crafts Model, which is a focal point in teacher training. The need to study teaching and classroom behaviour systematically which is a legacy of the Applied Science Model is a guiding principle of educators and teachers working to learn more about their profession. The notion of trainee reflection, which the Reflective Model promoted, is indeed a major step in teacher education. But, as noted above there seems a need to re-think and question our practices and the principles that guide them to make our theoretical basis logically coherent and our practice sensible and efficient. Candlin and Widdowson remark:

> "If language teaching is to be a genuinely professional enterprise, it requires continual experimentation and evaluation on the part of practitioners whereby in seeking to be more effective in their pedagogy they provide at the same time and as a corollary for their own continuing education." [in Wright, 1987, xi].

In the next section an attempt is made to review the opinions expressed about foreign language teaching and learning, and the fundamental theoretical assumptions that the researcher made in developing the model he tested for effectiveness in Ethiopia, Addis Ababa University, Institute of Language Studies in the year 1992, from January 14 to May 20.

2.2 Theoretical Underpinnings of the Research Model: A Learning Centred Model for the Preparation of Pre-service EFL Teachers

The Model envisaged incorporates three macro variables namely Background knowledge, Existing Practices of Language Teaching, and Exploring New ways of Teaching. It is assumed that learners (trainees) come to the training programme with some experiences in classroom learning. It is also assumed that they have formed conceptions of 'good' and 'bad' teaching. They also come to the programme with some beliefs, attitudes, and value system towards the profession. [Richard, 1987, 89, 90; Fish, 1989; Tickle, 1987; Tarone and Yule, 1989; Brown, 1987; Medgyes, 1986 ; Widdowson, 1983; Jacobvits, 1971]. It is also assumed that knowledge of teaching that has been accumulated over the years is vital. Student teachers should be acquainted with some basic practices of the trade. [Wallace, 1991; Widdowson, 1990; Stern, 1987; Strevens, 1974; Hartg, 1974; Alatis, 1974; Brinen, 1983]. It also assumes that student teachers must be prepared to understand their teaching with the ultimate aim of becoming autonomous practitioners leading to professional development. [Candlin and Widdowson, eds., 1987; Widdowson, 1990; Richards, 1987, 89, 90; McNiff, 1988; Pennington, 1990; Stevick, 1990; Fish, 1989; Tickle, 1987; Handal, and Per Lauvas, 1987; Grimmett, and Erickson, 1989; Goyneth, 1979; Bell, 1988; Smith and Sachs, 1988; Isaac and Ashcroft, 1988, Ground Water, 1988; Fanselow, 1987, 1990; Biott, 1988, Altrichler, 1988; Gebhard and others, 1990].

The Model is designed in such a way that it could project to the teaching of English in the schools, not only for the purpose of doing teaching practice but also for understanding the school realities. Trainees make classroom observations in real classroom situations for reflections and discussions. Moreover, they do teaching practice in real classroom situations where they reflect on their practices triangulated by self, peer and tutor feedback--reflections on teaching acts done by the trainee observed. [see Ch. VII].

The Model envisaged is shown in the diagram represented below. The triangle A1, B1, C1 is an interaction of Background Knowledge (A1); Existing practices of EFL teaching (B1); and Exploring new ways of EFL teaching (C1) at the pre-service level. [see Appendices II & III]. This is the focus of the project. However, the process is expected to continue after this. The trainees are expected to form their triangles of autonomous learning thereby enhancing the process of professional development. The spiral with an arrow is the professional knowledge that develops as the result of the interaction of the three macro variables treated in this Model.

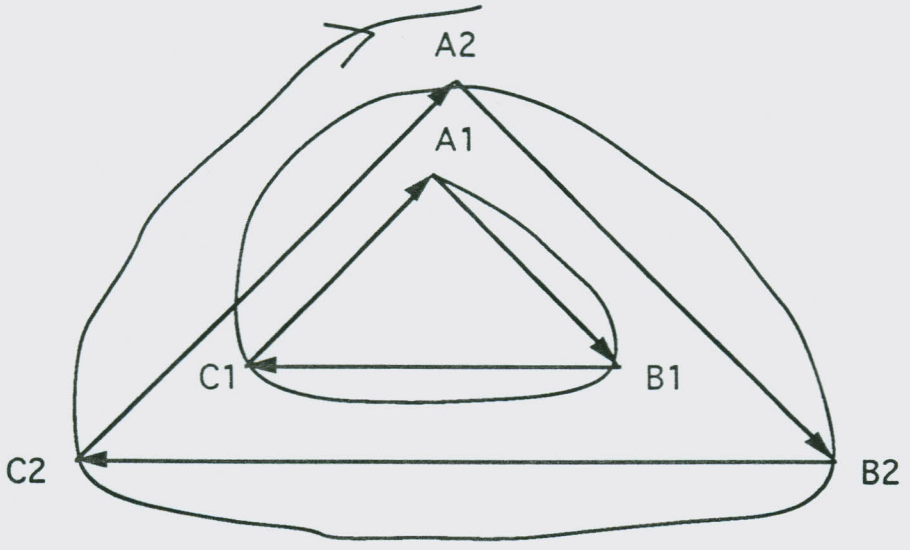


Figure 2 : Learning Centred Model

The model is a reflection of a process realised as the result of the interaction of background knowledge (A), existing practices of EFL teaching (B) and exploring new ways of teaching (C). Access to the knowledge base of teaching is assumed to be governed by the interaction of these macro variables. This Model is a synthesis of the

positive features of the Skills Based Teacher Training, underpinned by the assumptions in the Crafts Model, the Competence Based Teacher Education, underpinned by the assumptions in the Applied Science Model and the current Reflective Model, underpinned by developments in the principles of humanistic experiential education. It gives due consideration to background knowledge as a major component of the training syllabus. What teachers bring into the training programme is critically reflected upon. [see Background Knowledge below]. Moreover, this model does not limit itself to the development of teaching competence through practice only. It helps trainees to understand the sources and reasons governing their practices. Moreover, it helps trainees to explore teaching through the process of self realisation, collaboration and experimentation. Thus, it tries to prepare teachers to continue learning to teach after the training is over to ensure professional development. This model tries to bring the basic tenets that underpin second language teacher education into a general but coherent framework. [see Ch. VII].

2.2.1 Background Knowledge

In this Model Background Knowledge is limited to beliefs and attitudes towards the teaching of English as a Foreign Language. Student teachers join the teacher training programmes after having been in school for a long period of time. In Ethiopia for example students must complete grade twelve before they go to any teacher training programme. In Addis Ababa University candidates must finish the Freshman Programme before they are assigned to the teacher training programme. Therefore, it can be said the trainees had at least thirteen years of schooling each before their major area courses. Then they study English skills and other General and Minor courses required by the University for one year without taking English Methodology courses. This means that trainees have had twelve years of elementary and secondary learning experience, one year of general university education, and another year of major area instruction. During this long period of classroom learning it seems evident that any candidate joining the programme must have developed

some value system towards education in general, and the subject area of study and the profession of teaching in particular.

The value system a trainee possesses plays a crucial role in his/her outlook towards the teaching and learning process. Values determine beliefs and attitudes. [see Wright, 1987:22]. Beliefs and attitudes are the basis of behaviour. Nevertheless, beliefs and attitudes are not realised in the same process in influencing behaviour. A "Belief can be verbalised whereas an attitude is hidden and also much more complex. An attitude can be expressed by a range of behaviour; belief can only be expressed verbally." [*ibid.*]. Thesaurus of ERIC Descriptions [quoted by Britten, 1982: 122] defines attitude as a " Predisposition to react to certain persons, objects, situations, ideas, etc., in a particular manner not always consciously held (as are beliefs) nor readily verbalised (as are opinions) they are characterised as either affective or valuative." Belief determines reality. Zukav [1979: 328 cited in Gutiérrez, 1992: 16--17] explains:

> "Reality is what we take to be true. What we take to be true is what we believe. What we believe is based upon our perceptions. What we perceive depends on what we think. What we think depends upon what we perceive. What we perceive determines what we believe. What we believe determines what we take to be true. What we take to be true is our reality."

Beliefs and attitudes although they are realised in different manners, guide action. For example, Haig [1984: 24] observed that teachers are guided by the beliefs they have about teaching during their practices, of course so long they are committed to them. He explains:

> " [...]a teacher's beliefs about educative teaching will determine how teaching occurs. How teachers teach and what they teach tend to reflect their conceptions of human nature, as well as how they view the purpose of education. The former influences the way a teacher sees teaching and learning. The latter influences the choice of learning objectives, as well as the arrangement of conditions to facilitate achievement of objectives."

Kennedy [1987:165] described teaching as a 'cognitive, behavioural activity involving attitudes towards learning.' Lewis [1972 :76] remarks , "[...] the teacher's method of teaching is related not only to his personality, but also to his view of his responsibilities and his view of how pupils learn." Boko, Rosary, and Tomchin [1987: 78] observed that 'student teachers conceptions of successful instruction influence their teaching behaviour'.

The role of attitudes and beliefs as determining factors in the learning and teaching process has been taken for granted by educational establishments. They have not been dealt with rigour by teachers or researchers in order to draw appropriate strategies of addressing them. This is partly because they are not open to empirical research. Teachers also assume that learners come to learn which is their business. It is believed that negotiation is the main feature of learning -- ' learning is the negotiation of meaning'. In the process of negotiation beliefs and attitudes either facilitate or hinder the communication between or among the concerned parties. [see Wright, 1987]. In order for teaching to be effective it has to be mediated by learning. [see Widdowson, 1983, 90]. Lewis, [1972 :73] says, " Teaching only has merit when it results in learning." In the classroom situation the learner negotiates between what is presented by the teacher and what he/she can take. This process is determined, though implicitly, by teacher's belief about what should be learned and learner's belief as to what should be taken.

Background knowledge related to attitudes and beliefs has been practically marginalized in the training of teachers. The researcher was able to get only a few satisfactory materials to be used by candidates for reflection and discussion during the project trial sessions. [see Appendix II, 2.1 and 2.2, Vol., II]. The English language teacher training programme of AAU; ILS, for example, does not have activities related to trainees' beliefs and attitudes in its courses. The revised programme has simply focused on skills development methodology courses based predominantly on a micro-skills approach. Even in the literature of the developed West, apart from expressing the significance of beliefs and attitudes, tasks that can be used for

reflections are not yet adequately and satisfactorily developed. The researcher, thus, found it difficult to get classroom activities on trainee values, beliefs, and attitudes. Therefore, the researcher was forced to supplement the few activities that he was able to get from the literature by developing materials of his own, basically on a trial and error basis. But the participation the candidates showed was encouraging. It seems as if the attempt made has initiated the process, no matter how crude the first product may look. [see 6.3 this vol. and Appendix VIII, 8.1.2.1, vol. II].

The idea of focusing on learners beliefs, attitudes and values as essential components to be addressed in the teaching and learning process and as basic predictors of behavioural changes, say in facilitating learners ability to learn a foreign language such as English has been of interest to the researcher for a long period, throughout his teaching career. The researcher believes that learners should be understood for what attitudes and beliefs they have. A good teacher tries to understand his/her students before embarking on teaching the subject matter. This is what teacher trainers call 'Rapport'. But, rapport can not be achieved unless the teacher is able to sense the attitude and beliefs that the students bring to the class. 'Good 'teachers are noted for being sensitive to learners' requirements. The meeting of minds between the teacher and students can, thus, be realised. On the other hand, the 'poor' or ineffective teacher does not bother to understand his/her students. He/she will be concerned by course coverage. The goal of teaching becomes what Marshal [1988 :85] calls 'work completion rather than learning'.

The purpose of treating the variable Background Knowledge as defined above as a major component of EFL teacher training is, therefore, to explore ways that help trainers and teachers to make their mutual understanding as concrete as possible and as a corollary to make the understanding between teachers and students positive and concrete thereby promoting effective teaching. It is believed that this in turn can enhance the dialectical process of learning from one another. [see 6.3.2, this vol. & Appendix VIII, 8.2.7 and 8.2.9, vol. II]. It is also believed that addressing such issues that learners bring to the training programme, or classroom situation can promote a

participatory process of learning without threatening the authority of the teacher trainer/ educator in the training institutions as well as the teacher in the classroom. [see Clark, 1987; Richards 1989 on issues of ' bottom up ' and 'top down 'learning processes]. Tarone and Yule [1989] think that 'getting the learners views and needs 'promotes positive feeling in learners such as confidence building, 'healthy self-esteem'. It instigates motivation by lowering anxiety. Waters [1988 : 19] believes that teacher training has to be a 'real life development process'. He explains :

> "Teacher - training courses have to be designed to meet their participants' needs not only as teachers, but also as trainees. Identifying what we want the trainee to master is only the beginning. We must then strive to create a syllabus, sets of materials, and methodology that will give the trainee the clearest possible picture of what the subject involves and the best chance of mastering it."

Furthermore, treating candidates' beliefs and attitude as a major component of an EFL teacher training programme enhances teacher 'efficacy': developing positive feelings not only of their learning abilities, but also of their teaching abilities, thereby paving 'the way of sensing their roles in the learning situation as teachers.' [see Gusky, 1988: 64 and Galton, 1987: 31]. Moreover, teacher training can be a bilateral enterprise: 'trainer and trainee working together to make about the type of experiences' they need. [Gehrke, 1984: 21]. In this sense it can increase trainees' awareness of what students bring with them into the classroom. [see Alatis, 1981: 44]. It is also expected to enhance overall attitudinal development, thereby solving the problem of transferability of teaching skills that trainees learn in the training institutions. Britten [1988: 6] explains referring to the problem of transferability which is a serious one of teacher training institutions as follows:

> "This problem can be dealt with only if, during training, the acquisition of skills goes hand in hand with the acquisition of appropriate attitudes to teacher development. This is because attitudes command skills. You may know how and when something ought to be done, but you still may never actually do it, if you do not feel inclined to, if you feel no personal commitment to working that way. "

2.2.2 Existing Practices of Teaching Foreign Languages

Much research has been carried out in the field of teaching and learning foreign languages. Teaching has a knowledge base. There are some teaching practices that have been accepted in the profession as effective practices. [see Strevens 1974; Arends, 1991]. When teaching is said to be a profession it presupposes common knowledge and ideals. It is, therefore, believed that pre-service student teachers should be exposed to a reasonable sample of this knowledge area. This component of the Model refers specifically to the skills of teaching English as a foreign language and the principles underpinning them. [see Appendix III, 3.1 to 3.6].

Instilling skills of teaching has always been the major objective of teacher training institutions. The Craft Model, the Applied Science Model, and the Reflective Model imply the acquisition of skills of foreign language teaching. They differ predominantly in their philosophical assumptions and methodological procedures in training teachers to eventually assume these skills as part of their teaching repertoire. Widdowson [1990] believes that novices should be trained to acquire some skills in the craft in order to survive initially before they embark on professional development. Strevens [1974] thinks that a considerable educational experience has been acquired over time that trainees need to be aware of. Britten [1979] recommends the acquisition of teaching skills through what he calls exploratory procedures: "trainees are more or less free to select their own means of achieving a more or less specific teaching purpose." Jorstad [1981:57] recommended that a teacher preparation programme must contain four major components: the development of attitudes, the development of skills, the acquisition of knowledge and the application of these in real situations. Tickle [1987] quoted by McNama [1990: 130] says, "practical knowledge is the key to professional credibility.'

In the treatment of this component, an attempt has been made to see the application of theory in practice. The reflective methodology used in the execution of the project activities [see 2.3, Methodological Practices, this Ch.] is meant to promote

the realisation of this process. Theoretical conceptions of trainees about teaching are tested by practice for further reconstruction and development.

Moreover, teaching and learning are seen as complementary features of the same facade. The researcher believes that there cannot be effective teaching devoid of learning. Whether a teacher's theory of teaching is 'tacitly' guided or made public, it is based on his/her views of learning. The teacher also learns how to teach thereby acquiring procedural knowledge, and the students learn to acquire knowledge in a given subject area, content knowledge [see Wright, 1987]. Haigh [1988: 24] sees teaching as a " Process of learning and inquiry about the conditions of learning and about oneself as a facilitator of learning." Altman [1981:78] made a distinction between 'good' and 'bad' teaching in terms of learning. He says :

> " ...good (i.e., successful) teaching is any activity which facilitates learning, while bad (i.e., unsuccessful) teaching by extension is any activity which fails to facilitate (either by failing to effect learning or by affecting it negatively, by obstructing learning)."

The treatment of theory and practice is assumed to help trainees to be able to explore and re-direct their initial views and attitudes about teaching and learning. Teachers could check the effectiveness of their teaching when they are theoretically equipped to enquire into the learning behaviour of their pupils. Papa [1990 :80], observes:

> " ... where motivation has a primary role, the teacher's attitude and behaviour in the classroom are vital. We are actually very far from being able to make a proper analysis of the process involved in the act of learning; there are unfortunately numbers of teachers who still labour ...[with] the wrong assumption and whose classroom behaviour is thus affected."

Britten, [1988:4] says that the theoretical treatment of methodology can "foster and underpin attitude change during training itself and minimise reversion, once training is over, to old teaching modules." Furthermore, the treatment of theory and practice as two faces of the same coin is believed to promote critical awareness. "Rather than behaving as an apprentice according to technique, impulse, tradition and

authority, students of teaching would learn to deliberate about their teaching with open mindedness, whole heartedness and intellectual responsibility." [Cruickshank, 1986: 36]. Besides, trainees are expected to develop, 'reflective confidence', [Altricher, 1988 :250]; to be able to face, 'dilemmas and to resolve them effectively' [Isaac, 1988: 27]; to lay the basis for 'functional autonomy' [Doyle, 1985: 31]. The putting of theory as adjacent sides of the same angle is expected to give the practicum (as done through peer teaching or real classroom) a fair share of the training time. [see Ch. VII]. Wragg, quoted by Britten [1986 : 68], says:

> "So for the fullest development of new attitudes to teaching and learning languages , and for the best integration of those attitudes into the general value-system of the individual (which certainly put off what we mean by personal commitment), the period of practice teaching should be as extended as circumstances allow."

2.2.3 Exploring New Ways of Teaching

The inclusion of this component as an essential feature of the Model is based on the assumption that teaching is a process of continuous inquiry. [see Widdowson, 1990]. The researcher, thus believes that teacher training institutions should not be limited to the mere implementation of what 'authorities' may recommend, only. The source of knowledge being the higher 'experts ' and the trainees being the recipients of knowledge. Although experts are better informed in the field, educational knowledge rests where the problem lies and with the one who tackles the problem daily. [see McNiff, 1988]. Nias [1988 :2] says, " Teachers have the capacity under appropriate conditions to undertake valid and reliable enquiries into all aspects of their working lives." The researcher thinks teacher training programmes should help trainees to be able to understand teaching in a systematic manner so that they can reflect on their practices and those of others rationally for further improvement and change. Kemmis [1982: 3 quoted by Groundwater - Smith, 1988: 98] contends, 'knowledge should be truly emancipatory in its nature'; it should, 'enable the knower not only to know, but to act,...but to act correctly,...,wisely...justly'. Nias explains:

"Individuals can generate from their enquiries and those of other course members 'practical theories' which may subsequently illuminate or guide their actions." [*ibid.*].

In this Model exploring new ways of teaching has two outstanding features: (1) understanding the self; (2) observing teaching to understand one's teaching. Trainees are given the opportunity to explore their inner selves. [see Ch. VII]. Iwanicka [1984, 2: 39] believes that teacher training programmes should help trainees to explore their selves --open, secret, blind, and undiscovered-- in order to take responsibility and accurately evaluate their success. Ashton [1988 : 31] thinks :

> "Trained to engage in context specific self analysis, teachers would have a technique for identifying the source of their sense of inefficiency. And operating from an analytical perspective, teachers would be less likely to succumb to the sense of helplessness due to inability to feelings of inefficiency. "

Understanding the 'self ' is believed to lay the basis for change which Polanzi's [1958 cited in Bell, 1988: 46--47] 'Programme of Self--identification' describes it as 'trying to discover what one believes and conquering self--doubt'. [see 6.4.2]. It also assumed to promote, "actions to improve judgement through the development of prudence." [ibid.].

The idea of observing the teaching of others to explore your own teaching is taken from Fanselow. [see in Richards and Nunan, eds., 1990]. Since the observed teacher expects reflections of the observer, the use of descriptive non-judgmental language is a pre-requisite. [see Appendix II, 2.3]. Evaluative language is believed to harden defensive barriers thereby blocking the negotiation between the observed and the observer. However, classroom observation as a disciplined area of teacher training is in its infancy. Attempts have been made to develop instruments of classroom observation for the purpose of data collection to do higher research. But, this endeavour has not been extended further to include trainees to understand and reflect on their teaching practices. In teacher training, classroom observation mostly aimed at judging rather than developing the teaching ability of the trainee under scrutiny. Consequently, it has not developed an appropriate language of describing classroom events in a non-judgmental manner. Thus, it remained performance oriented and

judgmental. Teacher trainers focused on the trainees ability to implement a pre determined skill of teaching. [see Richards, 1989].

A change of attitude towards the training of teachers has been found necessary to see the practicum as an aspect of the whole package for developing the trainees to be themselves. [see Ch. VII]. Thus, instead of a direct evaluative or judgmental approach, it is found rational to embark on a descriptive participatory approach of training teachers. Fanselow [1978] made a pioneering work on classroom communication . He approached teacher training from a descriptive point of view. He felt that while the other disciplines have developed the technical language to describe their activities, teacher training programmes have not. [see Appendix II, 2.3 and Appendix VIII, 8.1.2.5].

2.4 Methodological Procedures : Looking for a Synthesis of Variables

The methodological procedure of triangulated reflection is felt to bring the macro variables into a synthesis thereby promoting the development of professional knowledge: the ability to teach. The trainees freely reflect on their background knowledge (variable 'A'). [see Appendix II, 2.1 and 2.2]. They discuss, and reflect on their beliefs, attitudes about teaching and learning by being organised in small groups. They also discuss and reflect on selected practices of teaching (variable 'B'). They do peer teaching to get practical experience for further reflection and exploring new ways of teaching (variable C'). [see Appendix III, 3.1 to 3.6]. This part is believed to help trainees to understand and explore effective teaching through practice and reflection. This process involves the use of descriptive data drawn from "self', 'peer' and 'tutor' observations.

In drawing data for this purpose, there are no standard procedures to be followed. This approach represents current thinking in teacher education. [see Biott, 1988: 251--255]. The researcher, therefore, found it sensible to just allow trainees to react first to video recorded lessons and then to train them to use descriptive feedback about lessons observed. [see Appendix II, 2.4]. Although for some curious reasons

trainees seem to have facility in the use of judgmental terms, it is possible to help them to develop a non-judgmental attitude towards teaching. For this purpose, at the initial stage mild reflections were made on the language used by trainees by encouraging them to be sensitive to the meanings words carry. This was assumed to facilitate the acquisition of technical words for the description of lessons observed. [see Appendix VIII, 8.1.2.5, vol., II, trainees' use of Fanselow's categories of classroom communication].

The longitudinal study has shown that the role of the trainer to be decisive at this stage. [see 6.4, 7.2 and 7.4]. He/she needs to be supportive, encouraging, patient, and neutral. Trainees expect to get feedback from the tutor in any form. They use any mechanism to learn the opinion of the tutor. At the initial stage the tutor needs to be careful not to focus on the quality of performance. He/she should focus on what the trainee did, or the group did. The description will make the trainee think of his/her performance and will help him/her to take self initiated decision. As the proverb in my language says, 'tell directly to the fool; give a scenario to the wise to make communication effective'. The use of non --judgmental descriptions give trainees scenarios of their activities, thereby engaging them in thinking about their practices.

Reflection promotes critical understanding of an action. The depth of one's reflection depends largely on the level of awareness of the reflector. The researcher believes that trainees' reflections no matter how erroneous they may look particularly at the initial stage, should not be discouraged. They are indicators of the trainees' level of critical awareness that the trainer could wisely use for revising his /her strategies of training. The common belief that trainees cannot reflect on their practices, therefore, they should be told what they should do is a mistaken view in education. It does not address the learning process, for it focuses on performance temporarily reinforced by examination requirements. Issac [1988: 85] says, "Qualifying teachers need to be reflective practitioners, the successful development of future teachers may depend on the learning experience of the qualifying programme rather than the content." He elaborates by quoting Zeichner and Teitelbaun [1982],

"Once survival skills have become the objective of the student, critical thinking in the teacher is inhibited." [*ibid.*]. Wright [1987: 72] believes, "Reflecting upon and evaluating one's experience with the assistance of colleagues and friends helps a teacher to develop professionally."

The idea of triangulating reflection which this Model uses is a realisation of the participatory nature of learning. In the training act there are three protagonists that influence the process: the tutor, the trainee doing the practicum (peer teaching), the trainees observing. Therefore, triangulation is not a superimposed 'technology' either for training or for collecting research data. It is rather believed to enhance the process of learning to teach. Arends [1991: xviii] says; "To truly understand what effective teaching is all about, students must actively observe others teach, must engage in dialogues about teaching, and must reflect on both their own teaching experiences and those of others." This is expected to result in what Britten [1979: 227] calls 'enduring changes in patterns of behaviour which spring from altered conceptual/perceptual schemata' .

Reflection is not limited to what is called 'on the action'. In this Model reflection is done at pre and post teaching. Neely [1986: 32] thinks there is benefit in the training of pre-service of teachers to reflect on their lessons before implementing them. Reflection at pre and post teaching is believed also to facilitate learning through assimilation and accommodation. Assimilation in this context means making newly learned knowledge (content or procedural) fit into existing patterns of cognitive structure and accommodation means, on the other hand, changing existing cognitive structures in order to be able to learn new knowledge (content or procedural). [see Widdowson, 1990, see also Jean Piaget, 1955]. This is because it prepares trainees to reflect what they have and listen to others --learning as the negotiation of meaning is realised. [see Appendix VIII, 8.2].

In this model emphasis is laid on both awareness and practical experience thereby promoting reasoned practicum. In other words, teachers are trained not only to implement but also to enquire into their practices. [see, Widdowson, 1990;

Fanselow, 1990; Ellis, 1990; Clark, 1987; Strevens, 1974; Gebhard, Gaiton and Oprandy, 1990; Rivers, 1987, 1981, 83, 87; Mitchel and Parkinson, 1979; Wright, 1987; Richards, 1987, 89, 90]. Learner's responsibility is duly recognised by promoting active participation whereby the major role played by the tutor is managerial or facilitation of learning. [see Breen and Candlin, 1980; Candlin, 1984; Breen, 1983; Dubin and Olshtain, 1987; Moskowitz, 1976; Cormon, 1986; Wright, 1987; Richards, 1990; Nunan, 1990]. Knowledge of teaching is not seen as a static (Crafts Model), top down process (Applied Science Model) or 'half way process' (Reflective Model). Knowledge is seen as something relative subject to the process of change : some knowledge areas may show relative stability as compared to others.

The relationship between the top and the bottom is collaborative in that the bottom is the focal point of change, while the top is a facilitator of change. The interaction between the internal capacity of the learner to learn and acquire knowledge and to process external input is duly recognised. The diagram on the following page shows the methodological cycle envisaged and put into practice by the researcher for helping trainees to learn how to teach and embark on professional development.

It was reconstructed to promote reflection, action and reflection for the development of professional knowledge. The survey study [see Ch. IV] showed that teachers lack professional knowledge because they lack practical teaching repertoire. This was speculated to have been caused by the lack of common knowledge base of teaching. The variability test results predicted that teachers show shared perceptions of teaching in the practices they do in the classroom. However, the shared perceptions were insignificant to predict the existence of professional knowledge. In the absence of professional knowledge learning to teach can not be realised. [see Arends, 1991]. Thus, this methodological procedure of training teachers was envisaged with the intention of promoting professional knowledge and the process of learning to teach.

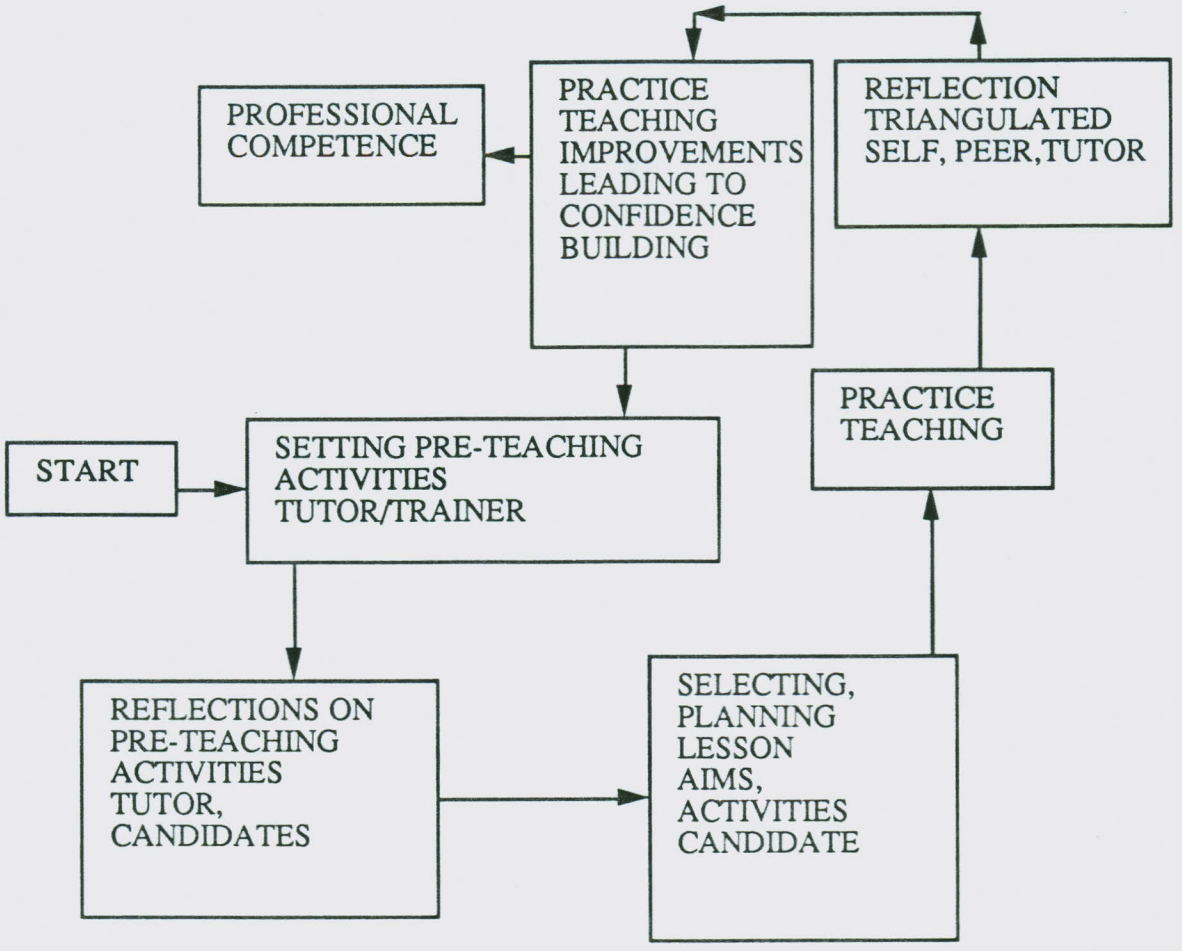


Figure 3 : Learning Centred EFL Teacher Training Methodology

The methodological steps followed in this model can be explained as follows: the trainer initially sets activities which are supplemented by trainees and critically reflected upon. Then this leads to lesson preparation. Trainees are expected to seek the help of the tutor or peers and this has to be encouraged. The teaching practice (peer to be followed by real classroom) follows, and reflections on the teaching made should be triangulated by focusing initially on the positive aspects until the trainee shows readiness to accommodate critical reflection on his/her weak points. This is expected to lead to confidence building and willingness to practice teaching. Every cycle contributes to professional competence as a matter of learning through practical experience and reflection which is denoted in the diagram as professional competence. As the cycle repeats trainees gradually but steadily assume proficiency in the teaching act leading to professional development. In the pre-service, the final

exit is taken when the trainee reaches the stage of learning to teach through exploration and experimentation. [see 7.5]. However, the cycle of professional competence goes on as the practising or professional teacher forms his/her triangle of learning.[see Figure 2].

CHAPTER THREE

RESEARCH METHODOLOGY: DESIGN AND DATA COLLECTION

3.1 The Research Design

The research design includes both cross sectional and longitudinal studies. The cross sectional study has two purposes: (1) to be able to get a realistic picture of the status quo; (2) to test the practicality and clarity of the core questionnaire developed by the researcher.[see Appendix I]. The longitudinal study tests the practicality and effectiveness of the hypothesized model as a solution to the problem described. [see 2.2]. A questionnaire is used to collect opinions of practising teachers and trainees in the cross sectional study and to measure attitudinal changes in the longitudinal study. A questionnaire is appropriate to gather information on what teachers think of their practices and beliefs in the teaching of English. [see Oppenheim, 1966 on the relevance of questionnaire in collecting information in survey studies and in measuring attitudinal changes].

In this project, the use of questionnaire was necessary to collect information in order to asses the status quo of ELT in Ethiopia and in order to take appropriate training strategies during the experimental period. [see Chs IV and VII]. It was also found necessary to measure attitudinal changes of trainees who underwent training. [see Ch V]. Descriptive data collected from trainees' diaries [see Appendix VI], video recorded teaching practices and project evaluations were used to describe the process that trainees underwent in learning to teach. [see Appendices VII & VIII]. Thus, the research data is drawn from both quantitative and qualitative data. [see Gutierrez,1992 for discussions on the controversies on research paradigms involving qualitative and quantitative data]. The drawback of data collected using the Likert system of questionnaire design is minimised by supplementing the research with qualitative data drawn from diaries and extended video recorded teaching practices of the research subjects.

Since the Model's basic tenet is that trainees come to the training programme with formed conceptions about teaching and learning, the questionnaire included the collection of opinions of trainees and teachers on topics dealing with 'effective' teaching and

professional development from October to November,1991]. [see Appendix I]. The questionnaire has three major sections: conceptions of 'effective' teaching of EFL--use vs form focused language teaching; attitude to the profession and conceptions of classroom communication. Statistical computations are made to show preferences of respondents to items that reflect 'use' vs form focused EFL teaching; negative and positive attitude to the profession, teachers' perceptions of methods, teacher training, problems of ELT in schools; and classroom communication as described by Fanselow. Statistical Means are used to show relative preferences of respondents and the coefficient of variation is used to test variability in respondents' preferences. The test is expressed as the standard deviation divided by the Mean times one hundred. It measures the level of variation or difference of a given score of a respondent from the Mean of the sample population or grouped respondents. Its advantage lies in that it is independent of the unit of measurement. Variation could be affected by chance factors. For this reason the cut off point for error arising by a chance factor is statistically acceptable up to 25% deviation from the mean. In the other statistical tests namely the t-test or f-test or the sign test, the degree of freedom is normally limited to 5% or 0.05. In the variability test of questionnaire data collected using the Likert Scale system, the influence of chance factor is expected to be higher. This is the reason why statisticians raise the error factor up to 25%. When variability is computed at more than 25%, the difference observed is not due to chance factor, but due to actual difference in the behaviours of the subjects treated. In the longitudinal study of the project, variability observed before treatment is attributed to variation of the subjects treated. Changes observed after the treatment are attributed to the treatment given. According to Dr. Asmerom Kidane [Professor of statistics, Faculty of Science, AAU], variation computed at more than 25% is a sign of heterogeneity in the respondents' reaction to the items treated, but anything less than 25% is an indicator of homogeneity. Thus, the variability test is used in this project to determine the level of shared understanding of the practices reflected in the questionnaire.

It has been argued that [see Ch. II] professionalism presupposes shared knowledge in the field by members practising the profession. In other words, there must

be some level of shared understanding to be taken as a point of departure for professional growth.[see Arends, 1991]. The researcher assumes that there are common aspects that professionals share. These common aspects distinguish them from non professionals. This does not, however, deny the role of divergence in the learning process. The researcher assumes that divergence can not be realised in the absence of convergence and vice versa. The researcher assumes that there should be a fair balance between convergence and divergence if learning is to take place through assimilation and accommodation. The researcher further assumes that there should be a healthy interaction between convergence and divergence in the perceptions of teachers of their professional practices in order to speak of professional development. In this sense, commonality or shared knowledge is expected to be significant in those practices that have been in use in the profession. Divergence or variation is expected to be significant in those practices that are less familiar or new experiences in the profession. For this reason, the researcher focused on those practices that are reasonably established in the literature of foreign language teaching. The research assumes that extreme variation in teachers' perceptions of the practices reflected in the items treated [see Ch IV] would suggest lack of shared experiences in teaching and learning the language. This may imply that the teaching and learning process promoted in the Ethiopian classroom does not encourage participation. Taking the basics in the profession, the researcher hopes to get some insights that could of help to illuminate the existing status quo of the teaching of English in Ethiopia, particularly teachers of English. Moreover, the researcher hopes to get some insights and ways of enhancing the process of learning to teach in pre service teacher education. The issue of commonality and heterogeneity is an aspect felt to be necessary to understand professional development and provoke thoughts for further inquiry on teacher education . The researcher believes that the issue of professional development could be also addressed from different perspectives, however.

perceptions to methods of teaching EFL, teacher training syllabus, and school problems of ELT; (III) perceptions of classroom communication based on Fanselow's categories --source, pedagogical purposes, medium, use, content. [The section on personal information --age, sex, teaching experience, interest was included as an auxiliary information, see Appendix VI, background information on trainees].

The design of the cross sectional study treated four categories of respondents: Group 1, a sample population of 16 students who took the new EFL skills development methodology courses; Group 2, a sample population of 12 students who did not take the new EFL skills development methodology courses; Group 3, a population of 5 volunteers who are all lecturers in the Department of Foreign Languages and Literature, all having MA degrees in TEFL; Group 4, a population of five volunteers who are teachers of English at Yekatit Comprehensive Secondary school, all having B.A. degrees in English.

The longitudinal study covered the period between January 14 to May 20, 1992. This made it necessary to develop project materials that go in line with the project model. The materials were taken mostly from text books . Selection, gradation and sequencing of project materials were done by the researcher. [see Appendix II, 2.1 and 2.2, and Appendix III, 3.7]. Works of the following scholars were used as resources: language learning experience [Pennington, 1990]; identifying beliefs and attitudes [Wright, 1990]; films on lessons of real classes [video recorded at Yekatit Comprehensive Secondary School by the researcher with the co-operation of Ato Dawit and Ato Yohannes, both teachers of English] ; theories and practices of language learning and teaching [Hutchinson and Waters, 1987; Larsen- Freeman 1986]; vocabulary [Gains and Redman, 1990; Oxford, 1990; Channel, 1989; Nation 1989; Summers, 1989; McCarthy, 1989; ENE--English for New Ethiopia]; listening [Brown and Yule, 1989; Widdowson, 1978; Hicks, supplementary on listening comprehension for freshman students of Addis Ababa University, mimeographed, n.d.]; speaking [Brown and Yule, 1989; Widdowson, 1978]; reading [Widdowson, 1978 ;Williams, 1990; Nuttal, 1989; ENE]; grammar and pronunciation [Morrow and

Johnson, 1979, 81; Hicks and Woods, 1984; ENE]; facts and opinions on the teaching of English in Ethiopia [the researcher's materials]; classroom Communication [Fanselow, 1978, 87; Chauldron, 1988; and Allwright, 1984].

The materials were used in such way that they could fit into the methodological practices envisaged in the model. [see 2.3]. Trainees reflected on selected practices of learners in relation to lesson objectives. The idea underpinning this practice is to help trainees to be able to draw relations between teaching and learning so that they could reason out their teaching activities in terms of learners' behaviours. They were also exposed to some ideas on language teaching and learning to increase their awareness on the profession. The purpose was to facilitate trainees' reflective ability by synthesising some of the ideas in to a part of their theoretical repertoire, and to promote the development of shared knowledge among trainees that could underpin professional development.

This activity was followed by lesson planning and peer teaching. [see Project Activities, Appendix II, 2.3 and 2.4 & III, 3.1 to 3.6]. Trainees were encouraged to choose lesson topics, to use materials selected and if necessary modified by themselves. Before the execution of teaching, they were required to reflect on their respective lesson aims and objectives and the relevance of the lesson activities in consultation with their group members, or the tutor, or both. The purpose of this activity was to promote the trainees' critical awareness of the act of teaching. The researcher encouraged trainee's self initiated consultation with the tutor (the researcher) to discuss their lesson plans and class activities whenever they felt it necessary.

The major activity was the teaching practice. Trainees reflected on their teaching practices. Peers and the tutor also reflected on observed teaching practices. Practical experience was promoted through reflecting on what to do, on what every individual member of a peer group intends to do, on reflecting on one's teaching and observed teaching, and on performing teaching. Reflections on teaching practice were triangulated: the peer teacher reflected on his/her lesson, the peer students reflected on

the lesson they observed and the tutor (this time the researcher) also reflected on the same lesson. [see 2.3]. In this project triangulation is used to generate ideas for discussion from the three main protagonists in the process: the peer teacher, the peer students and the tutor. In other words, the triangulation of reflection at this stage was an aspect of the participatory process of classroom activities that the model has recognised as a methodological tool. Observation and reflection are stressed: Watson-Gegeo [1988: 588] says:

> "By increasing their observational skills, teachers can gain new awareness of classroom organisation, teaching and learning strategies, and interactional patterns in their own classrooms. These observations then become a basis for teachers to reflect on their own practice and to experiment with alternative teaching and classroom management techniques."

During peer teaching observation, candidates were advised to genuinely experience learning as real classroom school students. They reflected on those teaching behaviours that they think facilitated learning and those that did not. By experiencing learning, they were advised to see the peer teacher as a 'mirror' of their teaching abilities. [see Fanselow, 1990]. This was felt to help candidates see the effect of teaching on learning thereby making them more aware of it than ever. [see Appendix II, 2.3 and Appendix VIII, 8.1.2.5]. The role of the tutor during the practicum was managerial--facilitating the smooth running of the process. He encouraged candidates to see their positive teaching behaviours as well as experiment with new ways of teaching. [see Chs. VI, 6.4.2 & VII, 7.7]. This was felt necessary to promote risk taking and to help them to develop healthy self-esteem.

Peer teaching by trainees was all exploratory. In other words it was not directly guided although the pre teaching reflections and discussions were meant to reduce the amount of trial and error that a trainee may make. Pre teaching reflections were suggestive. The general approach followed was similar to what teacher trainers call 'the non-directive supervision'. This approach is assumed to promote understanding between trainees and trainer as well as among trainees themselves, for it brings them to the level of responsibility. According to Curran in Gebhard [1984 :

508] it breaks down the 'defences of learners to facilitate a feeling of security, and, to build, a trusting relationship between learners and the teacher.' He elaborates that this trusting relationship between learners and the teacher creates an atmosphere where both of them engage in the process of questing to find answers to an answered questions of learners. [*ibid.*]

Trainees, unlike in the traditional way of training pre-service teachers, were given the opportunity to explore the type of teaching they could do effectively in a given time, of course, through gradual experience. [see Britten, 1979]. In the traditional micro teaching trainees are guided to perform a particular teaching skill in a given time. This is based on the behaviourist theory of learning through gradual experience. The researcher thinks, however, that learning through partial experience is meaningful mainly to those who write the partial learning activities such as teacher trainers, text book writers, and syllabus designers. But for the learner it is likely to remain meaningful temporarily as reinforced by evaluation procedures, for it is not derived from his/her learning experience. Thus, the researcher thinks that it is the learning experience a trainee undergoes that matters much. The trainee, by getting authentic experience of the process of moving from the whole to the part, is assumed to explore the micro-skill he/she could implement in a given micro-time. This is felt to give the trainee the opportunity of learning the part in relation to the whole. [see Widdowson, 1990 on the relation of the whole to the part and the role of methodology]. The Pre and post teaching reflections were meant to facilitate this exploratory process. [see Chs. II, 2.3 and VII, 7.5 and 7.6].

3.2 Data Collection: Instruments and Procedures Used

A multiple system of data collection procedure was used: use of scaled questionnaire (the core questionnaire and evaluation form--01) [see Appendix I, and VIII, vol., II] ; trainees' diaries [see Ch. VI this vol., and Appendix VI, vol., II]; descriptions of video recorded lessons of trainees --peer and real classroom teaching [see Ch., VII, this vol. and Appendix VII, vol. II]; open ended questionnaire (evaluation form--02) [see Appendix VIII, vol., II]. The core questionnaire used in

both the cross sectional and the longitudinal studies was scaled on the basis of the Likert system. A five point scaling system was used (it is usually claimed to be reliable) and was found to be appropriate to the descriptive categories selected. The mathematical values attached to the categories are meant to show preferences of candidates to the items included for treatment. The researcher believes that preferences can reflect what teachers like to do in their classes and how they look at educational issues affecting the teaching and learning process. Therefore, they can be taken as indicators of attitudes and predict behaviours. And consequently they can be used to measure attitudinal changes thereby predicting behavioural changes [see Gardner and Lambert, 1972 (a)] .

Nevertheless, scaled questionnaires can not be used as satisfactory instruments to reflect the process of change. They can be used with caution to reflect attitude of respondents and predict their behaviour in a given time and space. They show what the product looks like in a defined condition. For example, the responses gathered in the cross sectional study can show the researcher what the respondents looked like at the time and place of administering the questionnaire. [see Burroughs, 1971; Kline, 1986; Oppenheim, 1986]. The researcher, therefore, found it necessary to include other instruments of data collection.

The inclusion of qualitative data in the research design became absolutely necessary to show how the process proceeded and materialised during the trial session. The researcher used Trainees' Diaries, Descriptions of Live Video Recorded Peer and Real Classroom Teaching of Trainees, and Project Evaluations Made by the Trainees. [see Chs VI, VII] and Appendix VIII. Diaries are believed to be reliable and valid sources of data to describe the learning experiences of trainees which in turn could be used to describe and illuminate the process observed [see Bailey, 1990]. Live recording of peer and real classroom teaching by trainees has two advantages in the training of teachers: (1) the recordings can be used for reflections by the peer teacher, the other trainees and the tutor made use of this ; (2) they can be used as data for further inquiry into the process of training teachers [see Appendix VII, vol. II]. They

are valid and reliable evidence to see how candidates have changed in their practices, and teaching behaviour through a given course of time. The use of this technology is not as costly as it may sound. For example the researcher used video camera, video and TV monitor --all of them were available in the department, and at an institutional level the finance needed to buy such materials is really insignificant.

Moreover, the trainees' evaluation of the project by using structured close and open ended questionnaires is felt to enrich the reflexivity of the process focused syllabus used in this project. Thus strong and weak points could be reflected upon in order to strengthen the strong features and correct the weak ones as part of the learning process. [see Appendix VIII, vol., II].

The researcher's experience is taken also as part of the qualitative data . Since the study is exploratory in approach, every event was challenging and at times confusing to the researcher. As the research progressed the researcher's perception of the problem and how it should be tackled changed significantly. [see Ch VIII, researchers' reflections on his experience].

3.2.1 Research Administration

The research was administered at Addis Ababa University. The Yekatit Comprehensive Secondary School, which is located adjacent to the main campus of the University, was used for teaching practice. The cross sectional study was administered mainly in the Department of Foreign Languages and Literature of the Inistitute of Language Studies [ILS]. Both Groups 1 and 2 (trainees) are composed of observations selected through the use of systematic random sampling. They filled the questionnaire in the presence of the researcher and co-operating instructors. The respondents in Groups 3 and 4 (practising teachers) returned the questionnaire within two weeks.

The longitudinal study was mostly administered in the ILS. The conference room of the Dean's office and the spoken English classroom were used to run the project sessions. The population treated in this study was initially composed of 16

volunteers of the third year, but it finally fell to 11. Two dropped from the project after staying for one month. One left the university for good, and the other one reported that his eyes were allergic to TV). Another three dropped the project after staying for two months (one was ill, although she was enthusiastic and appreciated the problem, another one could not continue attending because the project time clashed with her praying hours--she was a Moslem, and was fasting ; the third candidate dropped out for personal problems. Therefore, eleven stayed till the end of the project: ten of them had not done any teaching at all; one had a teaching experience of four years--he joined the teacher training programme on advanced standing, for he had done a two year diploma course at Kotebe College of Teacher education (KCTE). Most of them were middle academic achievers with different linguistic, academic and family background (rural/urban). [see Appendix VI, Background of trainees].

Taking a sample population could have made the study ideal, but this kind of study requires discipline and commitment. It can be done only on the basis of free will and appreciation of the problem. The students who volunteered could be categorised into three: some really appreciated the problem, some were curious about the project, and some felt that they could get additional tutoring (particularly those who evacuated from Asmara University and joined AAU).

3.2.2 Treatment of Data: Statistical and Descriptive

The data collected was analysed by observing procedures accepted in the treatment of both types of data--quantitative and qualitative. Thus, for the quantitative data statistical procedures of data analysis were used; and for the qualitative data a descriptive approach was used.

3.2.2.1 Statistical Procedures of Data Analysis

Statistical data collected through the use of the core questionnaire in the two studies made were analysed using statistical tests. The Variability Test was used to measure level of variability in both the cross sectional and longitudinal studies. In the

longitudinal study the questionnaire was administered at pre and post treatment to measure the effect of the project on variability. [see Chs IV & V].

The Sign Test usually described as the non-parametric test was used to measure levels and direction of change of observations treated in the experiment. For a scaled questionnaire like the one used by the researcher, the Sign Test is highly recommended. [see Siegel, 1989]. Significance levels are read from standardised sign test tables. Data obtained of observations before and after treatment are compared against each other and those that have shown changes either by increasing or by decreasing values are marked by the sign (+), and (-), respectively. Those that show tie or equal values are ignored. The direction of change is determined by the number of (+) and (-) signs observed. When the number of (+) signs is greater than the number of (-) signs, the direction takes a positive sign; when it is otherwise, the direction becomes negative. The critical value of .05 is recommended for deciding on statistical significance. [see Appendix V, statistics to Ch. V, vol. II].

The researcher used the t-test to check consistency of respondents in order to safeguard reliability of data obtained from the questionnaire. [see Appendix V, Table 5.49]. The correlation index was used to check reliability of respondents in the strict psychometric sense. But this index assumes normality of population, a big sample, and homogeneity of respondents which this type of research does not fit into. Nevertheless, the reliability factor should not be ignored. In fact, many researchers have developed ways appropriate to their research objectives to check reliability. In this line the principle of consistency of grouped respondents has been used to underline reliability and the t-test has been used to measure level of significance. In order to avoid the direction of bias a two tailed reading of the t-test probability table has been preferred. In fact, researchers in the social sciences do not bother about this issue. It is really impossible to establish reliability of questionnaire data in the classical psychometric sense unless the items are obviously trivial.

3.2.2.2 Validity and Reliability of Statistical Data

In the design of the research attempts have been made to observe both validity and reliability. Validity is addressed in its multiple forms: face, content, internal, and external. Construct validity is not treated, for the questionnaire items reflect different assumptions of foreign language teaching. In designing the questionnaire, works by Burroughs [1971], Kline [1986] and Oppenheim [1966] were consulted. Face validity (it looks good) was checked by getting feedback from the research supervisors. The questionnaire was commented on and reorganised several times before it was piloted. Piloting the questionnaire in the cross sectional study also improved its face validity. Content validity (it has a good coverage of the subject area addressed) was established by including topics felt to be pertinent in EFL teacher training. Internal validity (consistency of items) was established by selecting topics and items that are in consistent relation with the research model. The consistency test made to check and establish data reliability is also a test of internal validity. External validity is established by making the research to be of applicable: pertinent experiences and activities are reported.

Reliability of data drawn from a questionnaire is difficult to establish. The researcher attempted to check reliability of the data by testing consistency of respondents. Many researchers use this principle to check data reliability. The most commonly used one is the inclusion of similar items in the same questionnaire with some distance apart, worded somewhat differently. The logic behind this is to check whether the respondent has responded to items that are the same in content in the same manner or not. The basic deficiency of this approach is it makes a questionnaire bulky and boring to read.

It negatively affects the mood of the respondent, who may not co-operate to respond to all items. In fact, this is a common problem. The other problem is that so long as the items are worded differently, respondents have good reasons to perceive them

consistency has used the t-test to measure data reliability. Several instruments of data collection are used to ensure reliability and validity, too.

In order to use the t-test there should be a hypothesis. The hypothesis for checking reliability is reconstructed from the data. The t-test presupposes comparisons that should be made. For this purpose the following steps were taken. Questionnaire items that could be paired on relatively contrasting features; for example a language focused item versus a use focused item, were selected and paired. The assumption is that if the responses are reliable, a raising of preferences of one item will lead to a lowering of preference of the contrasting item or vice versa. If the responses are unreliable it is assumed that the mean of the differences will be zero or statistically insignificant. Reliability or unreliability in the typical data is assumed to predict the same in the other data. In this procedure the respondents are taken as a group and that is why statistical procedures become appropriate. Educational decisions whether we like them or not are taken on a group basis, not on individual treatment. The two assumptions made, thus, are taken as the contending hypotheses for establishing reliability. [see Ch. V, data reliability and Appendix V, statistics to Chapter V, Table 5.49].

3.2.3 Reliability and Validity of Qualitative Data

The researcher included ethnographic data: trainees' diaries, descriptions of video recorded lessons (peer and real classroom teaching), project evaluations made by the trainees. This forms the main part of the project. It is meant to reveal the process which is the main concern of this research. The reliability of the ethnographic data is established on the principle of consistency. The technique used to establish consistency is triangulation. There are three data types triangulated: diaries, lesson descriptions and project evaluations. Diaries are expected to show the learning experience and progress they made as reflected by themselves. Descriptions of trainees' teaching are expected to show how the trainees progressed in the practicum. Evaluations of project objectives and activities are meant to show how the trainees

perceive the project in addition to giving feedback for future use. There are three sources of data : the trainees, the video camera and the researcher. The trainees are the source of both the diaries and the evaluations; the video camera is the source of what is in the cassettes and what is described of trainees' teaching by the researcher; and the researcher is the source of the comments that follow the lesson descriptions. They are reflections of what the researcher thinks, after having participated in and observed the process first hand and then with the help of video play back. Therefore, there are three sources to be triangulated to say whether the data is reliable or not. Triangulation in this research is used in the sense Watson-Gegio [1988: 588, citing works by Diesing, 1971 and Fielding and Fielding, 1980, Werner and Schoepfle, 1987] uses the term: " the putting together of information from different data sources and/or data collected through different research methods, such as participant-observation, interviewing, network, mapping, and surveys[...] is an important strategy for arriving at valid (or 'dependable') findings in ethnographic work."

The validity of the data is established by determining its authenticity--it looks genuine. Diary writing is a new phenomenon for almost all Ethiopian students. It was necessary, therefore, for the researcher to negotiate with trainees to co-operate to write their experiences of the project activities in their diaries. They were advised to write any reaction (positive or negative, or plain descriptive) about their experience in the project following every project session. There was no structure imposed on what trainees should do. [see Ch VI, 6.1]. The purpose of not imposing a structure was to see how trainees react to the project activities --to see the process of learning from that of a judgmental, narrow and defensive reaction to that of a broad, critical but descriptive reflection on educational events. Video recordings were made to include all teaching made by the trainees as much as possible. Selective recording of class events was discouraged, although it cannot be totally avoided for the machine has its own mechanical limitation --it cannot be kept running beyond a certain time. Descriptions of the teaching practices filmed were made by the researcher with the help of video play- back. [see Appendix VII].

Descriptions of the teaching practices filmed were made by the researcher with the help of video play-back. [see Appendix VII]. All recorded lessons were immediately used for reflection during training. Thus, the researcher has been very much in touch with the data. Every description is followed by the researcher's assessment of the event. [see Appendix VII, Vol.II]. In the description of the teaching observed, the Sinclair and Coulthard system [1975] of discourse analysis was used to a limited extent in order to describe the interaction between a trainee and students (peer or real) to see how trainees distributed questions and checked learning during the practicum. This system was found to be appropriate in reflecting the typical reactions of teachers. The categories used in the Sinclair and Coulthard system of interaction analysis were used to describe the trainee student interaction directly as monitored on TV. Transcribing the talk of the interaction was not done for it was not necessary for the research purpose and it was practically impossible to do it from video recordings of the length that the research treated. The researcher found it to be of practical value to use the categories to describe the teacher student interaction to see whether the trainee checked learning or not (eliciting response); whether he/she has distributed questions fairly or not (nominating); whether he/she has minimised fossilization and pidginization by monitoring learners language and giving correct alternatives or not (follow up--evaluating). [see Appendix VII, Vol. II].

Evaluation of the project objectives and activities was done by including a third party. Since this is sensitive, it was found necessary to include a responsible person to administer the evaluation process. [see appendix VIII, Vol. II for the summary of evaluation given by trainees]. FORM 01 is a close ended questionnaire designed to get trainees' evaluation of the project objectives--to see what trainees think about the project in using relevant and appropriate learning activities to promote its objectives. FORM 02 is an open ended questionnaire designed to check trainees' reflections on their experiences in the project in learning to teach English--what they think of themselves and their friends

of the attitudinal and behaviourial changes they have made in becoming teachers of English. Moreover, factors that could have motivating effect for candidates to stay in the project till the end, and the role of the researcher in the project sessions were reflected upon freely. The data on project evaluation were checked by a third party before they were handed to the researcher.

In the longitudinal study, the hypothesized Model-- Learning Centred Model--is tested for efficiency and practically in enhancing the process of learning to teach. Eleven third year of the teacher training programme of the Department of Foreign Languages and Literature completed the four month project trial from January 14 to may 28, 1992. The trainees took the project training sessions simultaneously with the Skills Development Methodology Course, FlEn 305 which focuses on the teaching of listening skills. The effect of the regular course on the results observed in the listening and speaking sections [see Ch V] is expected to be significant. The training methodology used in the project is reflection followed by practice and then reflection on what has been practised. Emphasis is laid on exploratory peer teaching. [see Ch. VII and 2.3]. The role of the researcher is not only of an observer but also of a trainer. The attempt made here goes in line with idea of integrating research and practice in the training of teachers. Trainees who participated in the cross sectional and longitudinal studies had no previous contact with the researcher. The researcher did not teach any regular course at any one of the trainees included in the study. The researchers' contact with those trainees who participated in the longitudinal study is limited to the project activities. The video recording of teaching practices is also meant to check observable behaviourial changes in the teaching performances of trainees. The researcher has attempted to observe the genuinity of the data collected from all respondents as much as possible. Although trainer's behaviour all in all can not be replicated, the roles played by the researcher, the critical stages observed in the training process and the decisions taken are reported to facilitate application.

CHAPTER FOUR

CROSS SECTIONAL STUDY: FINDINGS AND ANALYSIS

4.1 Introduction

The organisation of this chapter is structured according to the core questionnaire used to collect the data. The questionnaire was designed with the intention of fairly covering the issues that are central in second language teacher education. The first section is a survey study on teachers' conceptions of effective teaching of EFL; the second on teachers' perceptions and attitudes to the profession: attitude towards the teacher of English and perceptions of methodological procedures of teaching English as a foreign language, school problems of ELT, and the type of syllabuses used to train teachers; and the third on teachers' perceptions of classroom communication, using Fanselow's categories. [see Ch. III, 3.2 and Appendix I].

Data collected from respondents showed strong variability even within members of the same categories that were assumed to show high degree of homogeneity. This was revealed when the researcher initially tested the data for homogeneity. This observation attracted the researcher to study variability in teachers' perceptions on practices and related issues in the teaching of EFL. Preferences of respondents are used to (i) examine causes of variations in teachers' perceptions; (ii) to show attitudes by analysing the Means of the scores in each category of respondents. The analyses on variability and value attachment are believed to uncover the strategies to be followed in the training of teachers of English as a foreign language.

The categories of respondents in this survey study constitute four groups: Group 1 student teachers who followed the new syllabus in the Department of Foreign Languages and Literature (16); Group 2 student teachers who followed the old syllabus (12), Group 3 lecturers in the Department of Foreign Languages (5); and Group 4, school teachers (5). [see Ch. III, 3.2].

4. 2 Teachers' Conceptions of 'Effective' Teaching of EFL

Although effective teaching may not be defined in specific terms, it can be described from the practices of teachers. [see Richards, 1989, 90]. In fact, teaching is a profession. [see Ch II; also Brumfit, 1984]. There are ways of teaching that professionals use to promote learning. This does not mean that teaching is static. But it assumes that there is a communal knowledge that develops in the profession that all members share as a matter of professional requirement. [see Arends, 1991].

The guiding principle or belief of any teacher training programme is that teachers have to be trained to be effective in their practices. This assumes there is knowledge that trainees should have in order to be teachers. Trainees can get this knowledge in teacher training institutions. [see Strevens, 1974]. Trainees also bring knowledge to the training programme. [see Gutiérrez, 1992].

The development of knowledge of teaching is central in teacher education. In Chapter II of this study, it has been argued that knowledge of teaching is the synthesis of what trainees bring into the training programme and what training programmes can offer. [see 2.2]. This synthesis is assumed to be the core of professional knowledge and development in teaching. [see 2.3]. In this respect, the analysis of variability in teachers' perceptions is assumed to give some light on the issue of professional development. It is also assumed to uncover the strategies to be followed in second language teacher education.

Observations in the variability and communality of professional knowledge are assumed to contribute to the clarity in teacher education often reflected in terms of *process* and *product* or in phrases like *top down* and *bottom up educational processes*. [see Clark, 1987 and Richards, 1989 for further understanding of these concepts in italics]. The researcher thinks that the emphasis laid on product oriented teacher training as a corollary also on a top down process of education is not leading trainees to the knowledge base of the profession as far as the Ethiopian experience goes. [see Ch. I, 1.2]. Since this survey study is made in Ethiopia, the analysis of the data is not only expected to reflect the conceptual issue of the development of

professional knowledge in teachers and causes of variability, but also to give a reasonable picture of teachers of ELT in the Ethiopian context.

In order to see the issue comprehensively, items reflecting the teaching of vocabulary, listening, speaking, reading, writing, pronunciation and grammar are included. These topics are expected to give a fair coverage of the area of English language teaching. The population of respondents is composed of 38 teachers (practitioners and trainees). [see Ch. III, 3.2]. 52 questionnaire items are tested in 208 treatments. Questionnaire items are phrased to reflect some of the outstanding practices and principles in EFL. [see Appendix I, vol. II for questionnaire items]. [see Ch. III for a discussion on variability test].

In order to have a fair representation, teachers of different academic strata were included: university lecturers, school teachers, and two categories of trainees of the Department of Foreign Languages and Literature. The reason for treating the trainees in two sets of categories is because they followed different syllabuses. Group 1 followed the new syllabus where as Group 2 followed the old syllabus. The department at present is using a revised syllabus with the intention of strengthening the teacher training programme. Thus, the survey study is also meant to reflect on the effect of this development.

The four groups varied in terms of experience and awareness. Thus, the following logical expectations were made in the levels of variations among members constituting each Group before data was analysed for homogeneity:

(1) Very significant homogeneity in the responses of TEFL experts teaching in the university. Lecturers working in the same institution are expected to show strong homogeneity as a result of shared experiences and perceptions because they are more informed in the field than the others included.

(2) Significant homogeneity in the responses of school teachers of English teaching in the same school [Yekatit Twelve Comprehensive Secondary School]. Teachers

teaching the same subject in the same school can be logically expected to have developed a shared conception of teaching effectively.

(3) Significant homogeneity in the responses of student teachers who followed the revised syllabus. This group is expected to show relative strength of homogeneity for it has taken methodology courses on the teaching of English. In fact, the trainees in this group filled the questionnaire during their last session of the Skills Development Methodology courses.

(4) Mild variability in the responses of student teachers who have not taken the new syllabus. Although the trainees in this group did not take the Skills Development Methodology courses, they took the Subject Area Methodology course along with other education courses offered by the Faculty of Education. Nevertheless, when compared with the other groups treated, they were logically expected to show mild variability.

In the statistical data collection, the following descriptive categories with mathematical values attached to them were used to show respondents' relative preferences of the items included: *Almost always 5 ; Mostly = 4 ; Frequently =3 ; Sometimes = 2 ; Rarely = 1*. Instructions were given to ensure that respondents think of their roles as teachers of English in answering the questionnaire items. [see Appendix I, the core questionnaire]. The observations and statistical analysis of each section is reported below.

4.2.1 The Teaching of Vocabulary

The teaching of vocabulary is a major language learning activity in the English classes in Ethiopian schools. [see English for New Ethiopia, Grades seven to twelve]. Researchers have developed a number of techniques in the teaching of vocabulary. Developments in the strategies of foreign or second language learning primarily focus on the acquisition of vocabulary. [see Oxford, 1990]. The researcher, however, felt that it could be unfair to treat specific experiences in the teaching of

vocabulary for testing variability and determining communality of professionalism. Educational objectives are also normally set on the basis of the minimum not on the basis of the maximum. In fact the Amharic saying that 'the victim of the sharpest sword is its scabbard' explains the strategy followed in this work.

The items were selected with the intention of reflecting the following strategies in the teaching of vocabulary: 'use of words learned in conversation and writing' [a1]; 'use of syntactical analysis ' [a2]; 'use of contextual clues to learn new words' [a3] and 'the learning of dictionary meanings' [a4]. [see Appendix I, Vocabulary, for full texts of items a1 -- a4]. These four practices of teaching vocabulary have been in use in the teaching of EFL. It seems reasonable to expect teachers to have experienced them as learners of the language, or as teachers of the language or both. It seems also reasonable to expect significant level of agreement in teachers of the same category in responding to these items.

Sixteen variability tests were made. Variability has been observed to be significant in ten treatments, whereas insignificant in six treatments. [see Appendix IV, Table 4.1]. The observations show that there is significant variation in the perceptions of teachers. The variation observed between trainees on the one hand, and practising teachers, on the other is of interest. Trainees seem to be very much influenced by their learning experience and practising teachers by their teaching experience. Trainees seem to show agreement relying on their learning experience of the language. They have shown agreement in item [a3] partly because they rely on contextual clues particularly at the advanced level to learn the meanings of new words. On the other hand, teachers teaching language at the secondary level would like to see their students actively using new words in conversation and writing.

This can raise the question of receptive and active vocabulary in language learning and teaching. It is believed that language learners have more receptive vocabulary than that which they actively use in conversation and writing. The receptive vocabulary is believed to facilitate comprehension. How learners transform part of their receptive vocabulary into the active domain, although not yet strongly

established, can be satisfactorily speculated on. Communicative language teaching has shown that learners learn a language because they may have communicative needs felt explicitly or otherwise. [see Williams, 1990].

The methodological question is should speaking and writing be contrived for the sake of using newly learned words or should learners be helped to transform part of their receptive vocabulary into the active domain in order to express themselves and to sense the pragmatics of words? There seems to be a mismatch between learning and teaching, contributing to the variation in teachers' perceptions of issues affecting their professional practices.

It must be noted that the trainees have been using language to express their intentions and needs. [see Brumfit, 1984]. Although, they were being trained to be teachers of English, for them language is a means not an end. But for the practising teachers language is a subject and consequently is an end by itself. These could imply that while learning is governed by the purpose of language or in Halliday's terms 'the functions of language', teaching may not. This could be the hidden agenda underpinning the mismatch between teaching and learning, creating a gap instead of a meeting of minds between teachers and students.

The use of syntactical analysis [a2] has shown variability in all the categories of respondents. This observation is interesting in that respondents do not seem to have a shared knowledge in the use of syntactical analysis in either learning or teaching new words for vocabulary building. This could be due to the fact that the process involved in the use of syntactical analysis of words to learn meaning is limited in scope. Moreover, it is technical. This, however, suggests that (the observation needs to be strengthened) teaching practices that deal with technical processes tend to show higher variability among teachers than those that are broader and more subjective in essence. This could be because they do not lend themselves to negotiation. It appears, then, that teacher training courses should identify the knowledge areas that are obviously technical and those that are not; so that negotiations and discussions could be meaningful and appropriately carried out.

In the valuing of practices of teaching vocabulary there seems more similarity between Groups 1 and 2 (trainees) in their value attachment to the items treated out of maximum 5 points and minimum 1, on the one hand, and some resemblance between Groups 3 and 4 (practising teachers), on the other. [see Means, Table 4.1, Appendix IV, vol. II]. This could be due to the fact that practising teachers' perceptions and consequently, preferences are significantly determined by their practical teaching behaviour; and trainees, on the other hand, by their practical learning experience as students rather than by what they think as future teachers, supporting the existence of mismatch between learning and teaching. Teaching has to be mediated by learning to get access to the knowledge base of education. [see Widdowson, 1983, and 1990]. The observations made in this section suggest that the cause of variability is lack of practical experience in the practices reflected.

4.2.2 The Teaching of Listening Skills

Listening is an important skill that students should be helped to develop. In school, students are expected to listen to their instructors in English in order to comprehend what they say. For university students it is an important skill. However, lecturers in institutions of higher learning in Ethiopia complain that students do not listen and consequently they miss the information passed during lecture time. [see Habtemariam and Hailom, 1989].

Listening as a skill is teachable. Learners can be helped to develop listening abilities. In the teaching of listening there are practices that focus on form as appears in the audio lingual approach to the teaching of foreign languages. And there are also practices that see listening as interpreting discourse. They focus on the listener's ability to interpret meaning.

In order to see teachers' perceptions of teaching listening the following practices were treated [see Appendix I, listening, vol., II]: 'listening for gist' [a1]; 'listening for language forms as is done in the discrimination of sounds and word memory' [a2]; 'listening for relating ideas [a3]; listening for learning new words and

expressions' [a4]; 'listening for making inferences and implications' [a5]; and 'listening for transferring text information' [a6].

The statistical analysis shows that variability is very significant. [see Table 4.2, Appendix IV]. In Groups 1 and 2, (both trainees) variability is significant in all the items treated, except [a3] 'listening for relating ideas', in Group 2. In Groups 3 and 4 (both practising teachers) variability is significant in all items, except [a3] in Group 3. [see Table 4.2].

Listening as an area of language teaching is ignored in Ethiopian schools. Insignificant variability is observed in the responses of university teachers to item [a3] --'focus on the logical relation of the main idea and the details of the text or discourse listened to'. This practice is very much stressed in the courses that deal with writing, particularly Sophomore English. The practice of focusing on main points is transferable in the teaching of all the skills. This also suggests that teachers show agreement in ideas that underpin their teaching activities. Similar tendency has been observed with school teachers (G4) in the vocabulary section. [see 4.2.1].

An observation of valuing the practices by all four Groups studied shows the existence of a shared pattern among Groups 1, 2 and 3; whereas the mean scores for Group 4 (school teachers) significantly deviate. [see table 4.2]. This observation suggests the level of awareness of school teachers about the teaching of listening skills on the one hand, and the effect of the current focus on listening by the Department of Foreign Languages and Literature, on the other. In fact, one of the skills methodology courses predominantly focuses on the teaching of listening. Moreover, there has been increasing attempts and some practices of including listening in the teaching of Freshman English which all the instructors teach. These experiences were able to bring both lecturers and trainees to some level of agreement in their preferences to the practices treated. From the Means computed [see Table 4.2, Appendix IV], one can see closeness of value systems in both categories of trainees and lecturers, focusing on use oriented teaching of listening. [see items a1, a3, and a5]. But, school teachers show no clear direction. As remarked earlier this could be

very much influenced by the fact that the teaching of listening skills is ignored in the schools. The non-directional trend observed in school teachers suggests the existence of lack of commitment as to what should be the primary purpose of teaching listening. This could emanate from lack of awareness and practical experience. The closeness in the trend of value system observed in trainees and lecturers indicates that professional development can be promoted at the initial stage of teacher training; while the lack of direction observed in school teachers suggests the need to reorient them about teaching listening skills. The effect of practice on reducing variability is also supported in this section.

4.2.3 The Teaching of Speaking Skills

Some practices that were felt to reflect common experience of teachers as learners or teachers or both were treated: focusing on 'accuracy' based work to teach speaking [a1] and [a5]; focusing on 'fluency' based work to teach speaking [a2] and [a6]; 'depending on verbal language to aid communication' (linguistic medium) [a3], and 'using body language to aid communication' (non linguistic medium) [a4]. Items [a1] and [a6] were used as checks on items [a1] and [a2]. [see Appendix I. speaking Vol. II, for full texts of questionnaire items].

Statistical analysis of observations made on the four categories of respondents show variability to be significant. Twenty one showed significant and three showed insignificant variability. [see Table 4.3. Appendix IV]. In group 1, variability is significant in item [a2] only. This group showed shared perception in the teaching of speaking for fluency, in general. This could have been influenced by the new syllabus, particularly the skills methodology courses. Variability is significant in Group 2 in all the items. This group followed the old syllabus. In Group 3, variability is significant in [a1] (11.9) and [a6] (9.3). Both these items are use focused. It seems that lecturers have a common understanding in the teaching of speaking skills by focusing on communication,

which implies 'fluency'. But they vary significantly when it comes to form, 'accuracy'. In group 4, variability is significant in items [a3] and [a5]. The observation is interesting, for it shows teachers' conceptions of communication in the classroom. They have shown strong agreement or insignificant variability in items [a3]--'depend on verbal language for expressing their intentions'; and [a5] 'focus on the correctness of the language used by participants in a speaking event'. Teachers seem to agree in their role to judge students. Focusing on errors can inhibit learners from using the language. The teachers have not only shown agreement, but allocated higher value (4/5) to this item when compared to the others.

An observation of the Means [see Table 4.3, Appendix IV] shows that university lecturers and trainees attached lower values to 'accuracy' than school teachers: 1.94, 2.58, 2.4, and 3.00 for item [a1] in Groups 1 to 4 respectively. On the other hand, trainees and university lecturers attached higher values to 'fluency' than school teachers: 4.31, 4.17, 4.6, and 3.40 for item [a2] in Groups 1 to 4 respectively. All the groups attached lower values for non verbal communication [see item [a4]--2.44, 2.94, 2.2 and 2.0], but higher values to verbal communication [see item [a3] --3.55, 3.42, 3.40, and 4.00]. Teachers seem to perceive that classroom communication is verbal. This has an implication to the teaching of language in that teachers may think that they should have to talk more than learners in order to make their lessons effective.

4.2.4 The Teaching of Reading Skills

In this section the following practices were treated: 'skimming or reading for gist' [a1]; 'reading for details' [a2]; 'reading by guessing the meanings of new words...' [a3]; 'reading with the help of dictionary' [a4]; 'reading to learn intentions and interpret implications' [a5]; 'reading to teach grammar' [a6]; 'reading to teach interpreting visual' [a7]; 'skimming over visual aids' [a8]; 'reading by predicting events in a text' [a9]; and 'reading word by word' [a10]. [see Appendix I for texts of a1 to a10, reading, Vol. II].

Forty variability tests were made out of which thirty six showed significant variability. [see Table 4, Appendix IV]. The statistical analysis shows that variability is insignificant in Group 1 only in items [a3] 'reading by guessing at the meanings of new words...' and [a9]' reading by predicting events in a text'; and in Group 3, in items [a1] 'reading for gist' and [a3] 'reading by guessing at the meanings of new words...'. In Groups 2 and 4, variability is significant in all items. Groups 1 and 3 showed agreement in item [a3] -- 'reading by guessing at the meanings of new words in a reading text with the help of contextual clues'. Similar agreements were observed in the use of contextual clues to learn new words, in the vocabulary section. [see 4.2.1].

It seems that the introduction of the new syllabus has promoted the development of shared ideas of teaching reading, although not very significantly. Group 1 also showed agreement in item [a9]--'reading by predicting events in a reading activity with the help of contextual clues'. This could have been influenced by the new syllabus, particularly the inclusion of the Methodology Skills Development Courses. Group 3 showed agreement in item [a1]: 'skim for a general idea of a reading text'. Most probably this agreement could have been influenced by their personal reading practices rather than by their teaching practices because lecturers are expected to do a lot of skimming.

An observation of the summary of Means, among others, makes item [a9] 'reading by predicting events...' interesting. The values attached to this item in the first three Groups show a reasonable level of agreement, but when it comes to Group 4 (school teachers) a significant difference is observed. The skill of predicting in reading is believed to be an indicator of good reading ability. Teachers' conception of the value of this skill is expected to have an influence on their teaching behaviour. The value that school teachers attached to this skill is significantly low when compared to those of the trainees and lecturers. [see Table 4.4, Appendix IV]. This is because reading in the schools is used for the teaching of vocabulary and grammar rather than for comprehension. [see English for New Ethiopia, particularly the tasks

that follow every passage]. The observations and statistical analyses support that variability is determined by knowledge driven from practice and value attachment by attitude or intention.

4. 2.5 The Teaching of Writing Skills

The following practices of writing were selected and treated: 'constructing grammatical sentences' [a1], 'expressing ideas and intentions' [a2], 'copying complete sentences' [a3], 'note taking' [a4], 'understanding of parts of sentences to express meaning' [a5], 'use varieties of sentences' [a6], 'understanding the relationship in sentences in a text' [a7], 'using technical words' [a8], 'paraphrasing' [a9], 'summarising', [a10], 'copying longer texts' [a11], 'editing for content' [a12], and 'editing for language'[a13]. [see Appendix I, writing for full text of items a1 to a13].

Fifty two treatments were made out of which 45 showed significant variability. [see Table 4.5, Appendix IV]. Variability is insignificant in Group 1 in items [a6] 'use of varieties of sentences' and [a10] 'summarising', in Group 2, in items [a5] 'understanding parts of sentences...', [a9] 'paraphrasing' and [a10]'summarising', in Group 3 in items [a7] 'using technical words' and [a9] 'paraphrasing'. In Group 4 variability is significant in all items. [see Table 4.5, Appendix IV].

Trainees (Groups 1 and 2) showed agreement in the use of 'summarising' as a skill of writing. This seems to have been influenced by the reading and note taking, and listening and note taking they have to do in the university. Lecturers showed agreement in the 'use of sentence relations' and 'paraphrasing' as competencies of teaching writing skills. These skills are stressed in the teaching of sophomore English and the other writing skills. In the other competencies of writing treated, variability is very significant. Although it sounds ridiculous when it comes to lecturers, practising teachers also appear to lack adequate practical experience in performing the competencies treated to achieve a significant level of shared perceptions. As far as the

Department of Foreign Languages and Literature goes, recording minutes of Departmental meetings has become a *de facto* assignment of some expatriate staff members.

The results observed in school teachers is of interest. This could have been influenced by the fact that writing as a skill is not taught practically in Ethiopian schools. In other observations made and reported in the previous sections, school teachers showed strong agreement in the teaching practices they actually follow. Although they ask students to write sentences, they do not perform this with the intention of teaching writing skills. Sentence composition exercises such as filling -in- the blank space or putting words in sentences are used to teach grammar and vocabulary.

Closeness between Groups 1 and 2 (both trainees) is observed in heir valuing of the practices treated. A similar tendency is also observed for the same items in Groups 3 and 4 (both practising teachers). All of them value both practices of 'fluency' and 'accuracy' in a balanced way. This could be an indicator of intention. It is a positive trend in that intentions can be transformed into behaviour if they are managed in teacher training. [see Ch. II, 2.3]. This sections like the other sections also support the effect of practice on variability; and attitude on value attachment. Teachers agree in items that reflect their practical activities.

4. 2.6 The Teaching of Pronunciation

The following practices were included for treatment: 'the teaching of stress' **[a1], 'mimicking' [a2], 'intonation' [a3], 'reading aloud' [a4], 'minimal pairs' [a5],** 'listening' [a6] and 'speaking' [a7]. [see Appendix I, pronunciation for full texts of items].

Twenty eight variability tests were made: twelve showed insignificant level and the other sixteen showed significant level of variability. [see Table 4.6, Appendix 1]. Variability in this section, when compared to the other language teaching areas treated namely vocabulary, listening, speaking, reading, and writing, is relatively

mild. Variability is lower in groups 2 and 3. Group 2 showed homogeneity in items [a3], 'teaching of intonation' [a5], 'use of minimal pairs', and [a6] 'use of listening activities'; and Group 3 showed homogeneity in items [a4] 'use of reading aloud', [a5] 'use of minimal pairs'; [a6] 'use of listening activities'; and [a7] 'use of speaking activities'. [see Table 4.7. Appendix IV]. The relative homogeneity observed in these groups can be attributed to the new syllabus. Reasonable attention is given to the teaching of language skills including pronunciation, as an aspect of spoken English as well as a section by itself. Item [a5] 'use of minimal pairs' has shown insignificant variability in groups 1, 2, 3, and 4. This practice of teaching and learning pronunciation has been taken as a tradition by language teachers. It can be said that all the respondents have practically experienced this practice of teaching and/or learning pronunciation. The need to learn English sounds and the teaching technique of using minimal pairs are agreed upon by all respondents as relevant practices.

Item [a7], 'speak as much as possible with native or near native speakers', was given the maximum value by lecturers--5 points each. Four of the respondents did their second degree in UK, and the other one by virtue of being a staff member is also exposed to the experience. Item [a4] 'reading aloud by imitating native or near native speakers', showed agreement in the responses of practising teachers-- Groups 3 and 4. Teachers use consciously this practice to help students to acquire intelligible pronunciation, assuming themselves as near native speakers. The trainees as learners must have practised this, but was not enough to show homogeneity as observed in the practising teachers. The use of reading aloud is a common practice in schools. Respondents gave more or less equal weight to both receptive and productive practices of teaching pronunciation. Observations and statistical analyses made in this section also support that practice influences variability. However, new experiences seem to be perceived differently.

4.2.7 The Teaching of Grammar

In an attempt to see what teachers think on the teaching of grammar, the following practices were treated: 'teaching rules of grammar' [a1], 'teaching grammar from what students write' [a2], 'imitating grammatical forms as modelled by the teacher' [a3], 'use of controlled sentence writing' [a4], 'teaching grammar from what students speak' [a5], 'using language without the fear of making errors' [a6]. [see Appendix I, grammar for full texts of items a1--a6].

Variability is significant in twenty treatments. It is insignificant in all groups in item[a6] only--' using language without the fear of making errors'. [see Table 4.7, Appendix IV]. The observation in item [a6] is interesting, for it suggests something about the affective domain of language teaching. All respondents seem to have experienced the fear of making errors in learning the language. The problem of inhibition that learners develop as a result of this seems to be obvious. The value attachment observed to the items treated in this section also supports the observation seen in the variability test treatments made above. As far as item [a6] is concerned, the Groups showed closeness. [see Table 4.7, Appendix IV]. It is given the highest preference of all the items, too.

Other observations that can be of interest, if not as marked as item [a6], are the Means observed in items [a3] in Group 4; [a4] in Group 3, and [a5] in Groups 2 and 3. [see Table 7, Appendix IV]. Item [a3]--'form correct habits in the use of grammatical forms through imitation and controlled practice as in pattern practice drills', has shown the next highest preference by school teachers. This suggests that **value attachment is influenced by practice -- the teaching of English for New** Ethiopia (ENE) as practised and can be seen from the text books teachers use is predominantly the teaching of structural forms. Item [a4]--'to speak the language and to learn grammar from what they speak', has been preferred as the next highest one by lecturers. This preference could have been influenced by the desire to teach language through use. Item [a5]--'compose grammatically correct sentences...', is the next item given higher preference by the trainees [Groups 1 and 2]. This again shows that

trainees perception of grammar learning has been influenced by traditional grammar that there is no grammar beyond the sentence.

The observations made in the Grammar section also reveal that teacher training programmes need to indulge in promoting practical experience so that the trainees can instil in their minds the desirable attitudes to guide their behavioural development in the process of learning to teach. The computed Means of value attachment show that preferences are determined by attitude or intention.

4.2.8. Summary of Findings and Discussions

In this section 38 observations and 208 treatments of 52 items reflecting some basic practices in the teaching of EFL were made in seven areas: vocabulary, listening, speaking, reading, writing, pronunciation and grammar. The purpose was to see the causes of variability in teachers' perceptions of their roles in promoting 'effective' teaching and reflect on the possible causes of such conceptions . 208 Means were computed and observed. The purpose was to see patterns of value attachments to the items in order to predict the feasibility of promoting shared knowledge to enhance professional development as of the pre- service level. The findings observed seem to suggest the following:

(1) Individual teachers, both trainees and practising vary significantly in their perceptions of their roles to promote 'effective' teaching. The variations observed are suspected to have been caused by lack of satisfactory and varied practical experience as learners and/or as teachers. Observations made indicate that variability is insignificant in areas where practising teachers and trainees seem to have practical experience. Although there may be other factors contributing to variability, observations made in this section suggest this.

(2) The observations made also suggest that there are shared trends among trainees, teachers, and lecturers that can be exploited for promoting interaction between

schools and training institutions. The Means computed to show value attachments to the items treated indicate a general trend that is shared more or less by all the groups treated. Trends of school teachers in a number of instances, nevertheless, showed divergence as explained in the sections observed.

(3) practising teachers (school and university teachers) showed higher homogeneity in practices they were felt to have obtained practical experience in as teachers rather as learners of the language. Their value attachments to the items treated seem to have been very much influenced by what they do as teachers. In areas of teaching where they were felt to lack satisfactory practical experience, they showed a high level of variability.

(4) Trainees showed homogeneity in areas they were felt to have practically experienced learning the language, but the level of homogeneity was not as strong as that of practising teachers. This implies that learning experience has to be reflected upon before we can assume that it is shared and negotiated.

(5) School teachers showed lack of awareness in some areas of language teaching. What has been observed in the listening section supports this. Misconceptions were observed in the teaching of speaking.

(6) The introduction of the skilled development methodology courses in the ILS has brought both lecturers and trainees to some level of closeness as can be seen from the summaries of the Means of Groups 1 and 3. Nevertheless, the impact of the courses in reducing variability seems to be insignificant. Variability in groups 1 and 2 is observed showing a similar trend.

(7) Communality of knowledge in teaching seems to depend on practical performance. Consequently, professionalism in teaching is necessarily a corollary of practice

based teacher education. Intentions or attitudes do not necessarily reflect the respondents accessibility to the knowledge base of teaching. They can create favourable or unfavourable conditions in the process of learning to teach, however. Positive attitude or intention is a necessary condition in this process of learning to teach. [see 2.2.1]. The need to reflect and discuss teaching in order to promote shared understanding of the profession is suggested in some of the results reflected in Group 1 which followed the revised syllabus, although not satisfactorily significant. [see 2.3].

(8) The observations in this section, nevertheless, indicate that professional knowledge seems to be weak in the Ethiopian teachers included in this study. [see 1.2]. The variability observed in each group which was expected to show significant strength of homogeneity is unexpectedly high. This can easily predict the professional status of teaching ELT in Ethiopia and its impact on the quality of English language instruction. The survey study shows the basis of knowledge in the teaching profession is practice. The basis of behavioural and attitudinal changes is again practice. In the subsequent section, the attitudes of teachers to the profession in areas that are felt relevant to professional development are discussed.

4. 3 Attitudes of Teachers to the Profession

Attitude in teacher education influences and it also guides practice. [see Ch. II. 2.2.1]. This section attempts to uncover respondents' attitude to the teacher of English; methods of teaching English; briefly teacher training syllabuses, and school problems of ELT. The purpose is to assess what teachers feel about their profession: as teachers of English, the pedagogic aspects of ELT, the training given and the causes of school problems of ELT. The researcher believes that understanding how teachers see themselves, perceive the methodological procedures of teaching English, training teachers of English, and problems of ELT in the schools would enable him to study the problem comprehensively.

In responding to the items included the following descriptive categories with mathematical values attached were used: *Strongly Agree = 5 ; Agree = 4 ; Uncertain = 3 ; Disagree = 2 ; Strongly Disagree 1* . [see Appendix I, section two for full texts of questionnaire items].

4.3.1 The Teacher of English

Eight items assumed to reflect what teachers think of themselves as members of the broader social context were treated: [a1] 'a teacher of English contributes in national development since English is the medium of instruction in high schools and institutions of higher learning'; [a2] 'other subject teachers have better access than English teachers to the English speaking people (native) because they are more at ease with native speakers of English than Ethiopian teachers of English'; [a3] 'teachers of English are very much respected since English helps in the development of local languages'; [a4] 'teachers of English are not as important as teachers of other subjects since English is not as relevant as other school subjects in national development'; [a5] 'teachers of English have better access to the English speaking people (native) than other subject teachers because English teachers can understand better the native speakers of English'; [a6] 'English can not be taught effectively by non-native speakers of English such as Ethiopians teaching English'; [a7] 'teachers of English are not as respected as other subject teachers because English undermines national identity'; [a8] 'non-native speakers of English can teach English even better than native speakers of English'.

Statistical analysis shows that variability is significant in twenty five treatments, and insignificant in seven treatments, only. [see Table 4.8, Appendix IV]. Variability is significant in all items in Group 1, insignificant in item [a1] in Group 2. Groups 3 and 4 both practising teachers have shown relative homogeneity within themselves in items: [a1], [a2], [a3] and [a5]. Items [a1], [a2] and [a5] showed homogeneity in Group 3 ; similarly in Group 4, items [a2] , [a3] and [a5]. This could have been influenced by the small number of the respondents. But, it can also suggest

that there is a relative stability in the attitude of teachers towards their profession when compared to that of trainees. This could indicate that practical experience promotes stability in attitude and behaviour. [see 2.2.1].

Looking at the Means computed [see Table 4.8], in Groups 1, 2, 3, and 4 respectively, statements indicating positive attitudes are given higher preferences, suggesting agreement: items [a1], [a5] and [a8]. But, those indicating unfavourable attitudes are given lower preferences, reflecting disagreement: items [a2], [a4], [a6] and[a7]. Item [a3] 'teachers of English are very much respected since English helps in the development of local languages', is not given values high enough like the others that show positive attitude. Most probably teachers think that although English does not undermine national identity, it may not facilitate the development of local languages. In Group 2, the value attachment to the positive statements is not as encouraging as has been observed with Group 1. Item [a1] has been given value good enough to show agreement. Items [a3] and [a8] show 'disagreement'; item [a5] is slightly above the level of 'uncertainty'. However, low values are attached to the negative statements -- items [a2], [a4], [a6], [a7]. In other words, they indicate positive attitude to teachers of English. The observation made in Group 1 is clear enough to show a positive attitude. In Group 2 it looks slightly weak. The clear cut tendency observed in Group 1 showing a positive attitude to the teacher of English can be attributed to the new syllabus. [see also 4.2.8].

As far as lecturers are concerned [group 3], out of the four positive statements treated, only item [a1] was valued good enough to show 'agreement'. The Mean of the values attached to item [a3] was computed to be 2.00 showing clearly 'disagreement'. [see Table 4.8]. This tendency was observed in trainees, too. Lecturers and trainees think that English language teachers are not respected because English does not contribute to the development of local languages. The misconception is clearly seen in both categories. This could trigger the feeling of 'anomie'. The reality, however, is that ideas and procedures developed to teach English as well as other foreign languages are being used to teach local languages, Amharic being the first beneficiary

of this development. The ILS, at least has a training programme at the MA level 'the teaching of Amharic as a foreign language', which is a replicate of the TEFL MA programme. [see 4.2.8, the existence of wrong conceptions in the teaching of the skills, too].

Item [a5] reflects lecturers' uncertainty whether English language teachers have better access to native speakers of English than other subject teachers, or not. The observation seems realistic because English language teachers may not have the opportunity of meeting natives, particularly those assigned to the provinces. But, the observation made in item [a8] is interesting. Lecturers do not agree with the idea that 'non-native speakers of English can teach English even better than native speakers'. Although there is evidence to show the advantages that non-native speakers have to be effective teachers, the feeling of inadequacy by non-native speakers to teach a foreign language emanates from lack of awareness of their roles as teachers. For example, Group 1 has shown a better level of agreement regarding this issue, which can be ascribed to the introduction of the new syllabus. [see 2.2.1 discussions on the effect of beliefs on performance].

School teachers [Group 4] showed agreement on their roles in national development as teachers of English which is positively expressed in item [a1]. They have also attached the next higher value to this one when compared to the other items treated. They also seem to agree on how they are viewed as teachers of English in relation to the development of local languages and access to native speakers. But they are observed looking uncertain as to whether they can be better teachers than native speakers or not. The negative statements, however, are given lower values signalling disagreement which indirectly expresses a positive attitude to the language. Although item [a5] reflected uncertainty in lecturers, it shows clear agreement in school teachers, attaching it the highest value of all the items treated. Teachers of English may not have the access to native speakers as they think, the attitude expressed is encouraging, however. Accessibility to the speakers of the language may help to improve one's competence in the target language.

The value attachments to the items treated by the four categories of respondents demonstrate the existence of a shared trend. [see Table 4.8]. The pattern observed in the Means computed for each item in each Group shows that trainees, school teachers, and lecturers on the average share a similar tendency in their attitude towards their profession. The attachment of lower values to the statements that reflect an undesirable attitude towards the self and the profession is encouraging. Nevertheless, satisfactory strength of agreement has not been observed in the statements that reflect desirable attitude towards the self and the profession. There seems to be strong sense of uncertainty.

The notion that variability is determined by practice is also reflected in this section. Stability in attitude is observed in practising teachers rather than trainees. The effect of belief on practice is also reflected in this section. The 'outmoded' belief of native speakerism in EFL needs reflection and discussion in teacher training programmes. The problem seems to arise as the result of lack of awareness of the purposes of teaching foreign languages. This feeling can result in the lowering of self esteem which in turn lowers professional competence. [see Rogers, 1983].

4.3.2 The Methods of Teaching EFL

In the teaching of the skills and language, issues related to methodology have been raised. In this section some examples reflecting procedures and techniques are raised. It is generally believed that language learning has to be meaningful if learning is to take place in the classroom. But what makes language teaching meaningful in order that learning take place is still controversial. Some practices whose proponents claim to be meaningful ways of teaching a foreign language were selected and treated to see what Ethiopian teachers think on techniques and procedures of EFL teaching: 'use of the target language only in the classroom' [a1]; 'use of *authentic language* as used by the native speakers in real life situations' [a2]; 'use of drilling and imitation to help students learn by forming correct habits' [a3]; 'use of co-operative learning such as group work' [a4]; 'use of simplified language for classroom purpose' [a5];

'use of translation' [a6]; 'occasional use of mother tongue or L1' [a7]; 'use of non linguistic mediums to elicit verbal response' [a8]; 'promoting individual competition' [a9]; and 'use of problem solving activities' [a10]. [see Appendix I, Methods, vol. II, for full text of the items].

Forty treatments were made. Thirteen treatments showed insignificant variability, eight of them going to school teachers; and twenty seven showed significant variability. [see Table 4.9, Appendix IV]. In Group 1, variability is significant in all items, but [a3] 'use of drilling...'. Ethiopian students have a long experience of learning English through the technique of drilling. In Group 2, variability is insignificant in items [a4] '...group work', [a8] 'individual work' and [a10] 'use of problem solving activities'. [see 4.2.8 for a summary of similar observations on variability].

The invariability observed in items [a4], [a8], [a10] can again be attributed to the practical experience trainees got in their skills courses. The spoken English unit has been focusing on communicative language teaching since the influence of expatriate teachers has increased. Language generating activities such as 'group work' and 'problem solving activities' are used. The effect of practical experience in reducing variability is, thus, supported.

In group 3, variability is significant in all the items but [a3]. University lecturers have shown high level of variability, although they were expected to show high level of homogeneity, partly they are professionals, and partly the population treated is small in size. The observation made in lecturers' perceptions of methods of EFL teaching supports the claims made in relation to the observations made in the trainees in that the trainer or teacher factor could be a cause to variability. Homogeneity is reflected in item [a3] 'Drilling --making students imitate a teacher to develop correct habits of language use'. This item has been given higher preference. This also shows their perceptions of the role of EFL teachers, and the impact of this on the student teachers they teach is obvious.

In Group 4, variability is insignificant in items [a2] use of authentic language...' (21.8); [a3] 'Use of drilling...' (11.4); [a4] '...group work' (10.6); [a5] 'simplified English...' (11.9); [a6]'use of translation' (24.9) ; [a8] 'use of non linguistic mediums...'(10.6); [a9] '...individual competition'(10.6) and [a10] 'use of problem solving activities' (10.6); but significant in items [a1] 'Use of English only' (41.7) and [a7] 'occasional use of the mother tongue...' (46.4). [see Table 4.9]. The disagreement observed in [a1] and [a7] could be because school teachers make frequent use of L1. They lack the experience of teaching without resorting to first language. The agreement observed in [a2] 'use of authentic language' is influenced by the passages used in ENE to reflect English as used in the promotion of ideology, production and science based on socialist ideology. The agreement shown in the use of 'simplified texts' [a5] and 'use of translation' [a6] is reflection of their practical experience. A lot of simplified and sometimes 'meaningless' texts are incorporated in the ENE series. Translation is a common practice particularly in the teaching of words. The agreement shown in the 'use of co-operative learning' [a4], and 'use of problem solving activities as stated in [a10] could have been influenced by research activities of under graduate and graduate students like this study; otherwise such practices hardly exist as teaching skills of school teachers. The School where these teachers teach is very close to the university. This has made it conducive for doing teaching practice and research by graduate students.

The Means show that respondents in Group 1 have a clear agreement in items [a4]'...group work' (4.06) and [a10] 'use of problem solving activities' (4.31). The results suggest that the influence of the new syllabus on trainees is visible. Ideas and practices of communicative language teaching have a fair share in the methodology courses included. In Group 2 items [a1] 'use of authentic language...' (4.08); [a4] '...group work' (4.58); [a8] '...individual competition' (4.55) and [a10] 'use of problem solving activities' (4.75) have shown agreement in respondents as effective methods of teaching EFL. 'Not using mother tongue at all', 'Group work', 'Use of non-linguistic medium to elicit linguistic response', and 'Use of language generating

activities such as role-play, reading maps, showing directions, etc.,' are very much stressed in the spoken English courses offered by the department. This has not been observed in Group 1, except in item [a4] '...group work'.

However, in Group 4 (School teachers) observation of the Means shows a trend of no direction, suggesting the existence of lack of commitment -- higher values were attached to items reflecting different practices, if not contradictory. Items [a3] 'drilling --pattern practice type'; item [a4] ' focusing on group work...'; item [a5] 'use of simplified text...'; [item [a8] 'use of non-linguistic mediums...'; item [a9] 'focusing on individual work...'; and item [a10] 'use of problem solving activities...'. There seems to be the danger of taking methodology as a fad, rather than as a principled selection of techniques of helping pupils to learn. The lack of commitment and direction could be attributed to this. This in turn suggests the relevance of the theoretical treatment of methodology in teacher training, in addition to the acquisition of practical experience. [see 2.3].

The observations made through out this section of the study support claims made earlier that variability is strongly influenced by practical experience; and experience in teaching the language seems to dominate over experience of learning the language in teachers in determining variability. Variability can be reduced to a level of statistical insignificance, but still teachers can lack direction and commitment unless they are aware of the principles governing the techniques and procedures of teaching EFL. The theoretical treatment of methodology in addition to the practical experience that trainees need seems evidently appropriate. The summary of Means shows a shared intention, if not clearly marked, of value attachment to the items treated. [see Table 4.9].

4.3.3 The Syllabus of EFL Teacher Training

In recent literature the ways teachers are prepared and the underpinning philosophical assumptions governing the practices have been seriously questioned. The role of training as the acquisition of prescribed skills of teaching is questioned.

[see Richards, 1989, 90]. The practicality of process based teacher training has been also suspect. Is the issue of practical or simply academic concern? How do teachers perceive issues related on top down and bottom up processes? In order to learn about the thinking of teachers six items reflecting broad categories on the issue were selected and treated: [a1] 'training candidates to acquire language teaching skills as recommended by the trainer/educator through practice and modelling; [a2] 'helping candidates to develop learning abilities in language teaching through practice and critical reflection; [a3] 'training candidates to implement the teaching method of 'successful' teachers of English'; [a4] 'helping candidates to explore effective teaching using classroom based data'; [a5]'training candidates to implement a syllabus recommended by experts for teaching students'; [a6] 'helping candidates to build on what they know and by reflecting on their beliefs, values, attitudes and teaching practices'.

The statistical analyses show variability to be significant, but relatively mild. [see Table 4.10, Appendix IV]. In Group 1, variability is significant in item [a1] '...practice and modelling', [a5] '...implement a syllabus...' and [a6] 'helping candidates to build on ...'. It is insignificant in [a2] '...practice and critical reflection', [a3] '...to implement a teaching method...' and [a4] '...to explore effective teaching...'. The direction of variability is not neat in terms of issues on training and development. Trainees in Group 1 agree in practices they have done in their methodology development courses which reflect both processes of teacher training. In Group 2, it is significant in items [a4] '...to explore effective teaching...', [a5] '...implement a syllabus...' and [a6] 'helping candidates to build on...', whereas insignificant in items [a1] '...practice and modelling', [a2] '...practice in critical reflection...' and [a3] '...to implement a teaching method...'. The variability trend observed in Group 2 also follows that of Group 1. It appears that practices of training and development are more or less equally perceived by trainees.

In Group 3 (lecturers), it is significant in items [a2] '...practice and critical reflection', [a3] '...to implement a teaching method...', [a4] '... to explore effective

teaching' and [a6] 'helping candidates to build on...', whereas insignificant in items [a1] '...practice and modelling'; and [a5] '...implement a syllabus...'. Items [a1] and [a5] reflect a top down approach to the training of teachers, and responses of lecturers showed strong homogeneity. This does reflect what lecturers think and do in the training of teachers in ILS. In Group 4 (School teachers), variability is significant in items [a1], [a3], [a4] and [a5], whereas insignificant in items [a2] and [a6]. The observation made in school teachers seems to be interesting. School teachers have shown homogeneity in items that reflect a bottom up approach to the training of teachers.

The Means computed show that Group 1 reflected a clear level of agreement in its preference to items [a2] and [a4], which implicate the appropriateness of a process approach to teacher training. In Group 2 the values attached to the same items seem to be relatively high showing trainees agreement that all are necessary in teacher training programmes. This is what Richards [1990] also felt about second language teacher education and consequently described it as the 'dilemma'. The trainees seem to have recognised the role of the trainer as a guide as well as a facilitator. In Group 3 the value attachment to the same items show that lecturers seem to accommodate both processes of teacher training (top down and bottom up). [see Richards 1989]. Items [a4] and [a6] reflect a bottom up process to the training of teachers. The trend observed with lecturers has been more or less was also observed in the two Groups of trainees treated. Group 4 has attached high values to these items to show agreement as relevant procedures of training teachers.

Another interesting observation is teachers have attached lower value to item [a5], 'training candidates to implement a syllabus recommended by experts for teaching students'. This observation contrasts to that of lecturers. There seems to be some resistance by teachers to work as implementers of syllabuses and materials developed by people who are devoid of awareness of school realities. In Ethiopia where the research has been conducted, the complaints that teachers have about implementing the ENE text books are many. But, they have not taken initiatives either

to supplement them or to substitute them by school based materials. It suggests that reflection on issues that concern teachers reduces the level of variability.

The statistical analysis and observations made in this section reflect the effect of practice on reducing variability and promoting accessibility to the knowledge base of teaching. They also reflect that teachers feel that they can gain knowledge from the top as well as the bottom. They think that they should develop what they know and also learn from teacher educators/trainers.

4.3.4 The Problems of ELT in Schools

The teaching of English in poor countries like Ethiopia is increasingly becoming difficult. Families of children and other concerned members seriously question the standard of English language teaching in the country. Some of the common reflections heard in connection to the situation in schools could be classified into two categories: (a) English teachers, on the average, are qualified enough to teach and they are doing their best, the problem is beyond their control; (b) English teachers, on the average, lack teaching skills and commitment and they use the problems of class size and facilities as a cover up.

In order to see teachers' perceptions of these issues, eight items reflecting the situation of ELT in Ethiopia were treated: 'teachers are committed...' [a1], 'they lack teaching abilities..' [a2], 'they teach well by managing large class size' [a3], 'they are not aware of their roles in social change' [a4], 'they are up to their qualifications [a5], 'they motivate students to learn ' [a6], 'low pay is not a reason for the decline in the teaching of English' [a7], 'they are not up to their university qualifications', [a8], ' they do not motivate students to learn ' [a9], 'there is a need to develop value system in teachers in initial teacher training' [a10]. [see Appendix I, School problems, for the full texts of the items].

The findings show that variability is significantly high among the individual respondents in each category suggesting that they perceive the problems related to ELT differently. [see Table 4.11, Appendix IV]. In group 1, variability is

insignificant in item [a8] 'they do not motivate students to learn the language'. This trainees have fresh memories of the type of language instruction they had in their schools. They have experienced the effect of lack of motivation in learning a foreign language which they think could have been caused by teachers. In Group 2 invariability is observed in item [a10]. This group of trainees think that training institutions should promote positive value of the profession. Trainees must be helped to realise what the profession means to them and the country. Respondents in Group 3 (lecturers), showed invariability in five items [a2], [a5], [a6]; [a7], [a8] and [a10], and in Group 4 (school teachers) in [a10]. [see Table 4.11].

Item [a10] has shown homogeneity of respondents in all the Groups, but mild in Group 1. This item was given the highest preference as a solution to some of the problems caused by teacher incompetence. This shows that trainees, lecturers and school teachers agree in that teacher training institutions should address trainees' value systems with the aim of instilling a positive attitude and value of the profession of ELT in candidates, before embarking on teaching as a career. Another interesting observation is that teachers seem to almost agree that low pay is not the main factor for the deterioration of ELT teaching.

The issue on the declining value of teaching as a professional career is reflected frequently in classes and seminars. The agreement observed in all Groups on this issue also supports that reflection and discussions promote shared awareness and perceptions in a profession. When practice is said to be the basis for promoting professional development, it means it should be accompanied by reflection.[see 2.3].

4.3.5 Summary of Findings and Discussions

In part two of the cross sectional study teachers attitude to the teacher of English (with the intention of exploring what teachers of English think of themselves); their perceptions of the procedures and techniques used to teach EFL (Methods); their perceptions of the training programmes by looking at items that reflect both top down and bottom up processes; their perceptions as to the cause of the

problems of ELT (school problems) were dealt with. The observations and findings noted in this section are felt to have the following implications to the training of teachers, particularly at the initial level:

(1) Teachers of English positively see the role of English teacher as a nation builder, but they do not feel this role is recognised by society. The feeling of 'anomie' seems to be reflected in their thinking.

(2) School teachers' perceptions of procedures and techniques of teaching EFL show relative homogeneity among the population treated, but they lack a clear perception of the underlying assumptions of the methods of teaching EFL treated. The value ascribed to the items treated show lack of consistency of purpose. The implication of this is that teacher training institutions should be careful in their treatment of methodology. The insistence on eclecticism that trainers recommend across the board as a safe approach to the practice of teaching needs re-thinking. The relevance of treating both theory and practice in the methodology of teaching EFL is self evident. The focus on implementation of techniques and procedures of EFL teaching without the realisation of the underlying assumptions could lead to inconsistency as to what to do with which technique and procedure.

(3) Variability among teachers, all in all, is observed to be significant in the four areas treated, although the magnitude of this seems weaker in the perceptions of teachers as to how teachers of EFL should be prepared. This suggests the need to see both top down and bottom up relationships as complementary processes in teacher training. In other words teacher training is not only a top down process but also a bottom up process. There are aspects of teacher training that can be effectively done using the traditional type of teacher training. Richards [1990] elaborates that the micro skills in teaching which he describes them as low inference categories can be addressed using a training model [see Table 4.10: items a1, a3, a5 in syllabus this

section], whereas the macro skills such as beliefs, attitudes and value system of teachers which he describes them as high inference categories could be addressed by using a bottom up process of teacher development. [see items a2, a4, a6 in syllabus this section]. The overall trend of thinking of teachers reflected in this section looks slightly skewed towards making training as participatory in nature as possible. [see 2.3]. Teachers seem to have recognised the role of higher educators in the process, but they look to resist the idea of working as implementers of what educators or 'experts' think to be right.

(4) Teachers agree that lack of competence to teach and appropriate attitude to the profession by teachers are the main factors contributing to the existing problems of ELT in Ethiopian schools. All the members of the Groups showed homogeneity and strongly agreed that teacher training institutions should help trainees to develop a positive value system of the profession.

(5) The observations in this section also suggested that reflection on professional matters reduces variability and promotes accessibility to the knowledge of teaching.

In the following section of the cross sectional study the discussion will focus on teachers' perceptions of forces, purposes and contents of classroom communication. Teachers' Perceptions along these variables is assumed to have a direct influence on their effectiveness and accessibility to professional knowledge.

4.4 Teachers' perceptions of Classroom Communication

Fanselow's categories of classroom communication were used to assess teachers' perceptions of classroom communication: 'source', 'pedagogic purpose', 'medium', 'use', and 'content'. [see Appendix I, vol. II for exemplification of these categories and their sub categories as questionnaire items]. In responding to the items

treated in this section, respondents were given the following descriptive categories with corresponding values attached to them:

Always = 5 ; Mostly = 4 ; Frequently = 3 ; Sometimes 2 ; Rarely = 1 .

4.4.1 The Sources of classroom communication

The purpose of treating this category is to explore teachers' thinking of the sources of classroom communicative events. This can reveal attitudes on the issue of learner versus teacher centred methodology of teaching EFL. For this purpose four items reflecting sources of classroom communication were treated: [a1] 'the teacher'; [a2] 'students individually'; [a3] 'students paired and/ or grouped'; [a4] 'the whole class together'. Variability test is used in sixteen treatments to asses whether teachers share similar attitudes towards the issue or vary significantly. Comparisons are made to see what the status quo looks like in the four categories included in the study. Means of data drawn from the respondents are computed in order to reflect on the preferences observed in the Groups.

The statistical analysis shows the existence of variability. [see Table 4.12, Appendix IV]. Variability is significant in all items in Groups 1, 2 and 3 but in Group 4 it is insignificant in item [a1]. This item reflects that the teacher is the source of classroom communication. The Means computed show that trainees perceive both the class teacher and students (paired and/or grouped) should have an equal share in initiating communicative events in the classroom. There is a strong relation between teacher and students (grouped and/or paired) as sources of communication on the one hand; and individual students and the class as a whole on the other. The former being given relatively higher values than the latter.

Although there could be variation in the manner teaching is realised in different teachers, one can think, on the average, that teacher talk will take more time when cueing is done against individual students or a class as a whole or as a part. Interaction analysis [see Sinclair and Coulthard, 1975] has revealed that in the traditional type of teaching the teacher elicits, evaluates, gives alternative answers or

explanations, making him/her the dominant source of communication. This suggests that group work as a technique of teaching EFL can maintain the balance between the teacher and the students as sources of classroom communicative events slightly skewed towards the learners. [see Brumfit, 1984, on group work].

The trainees in Group 2, nevertheless, have shown different trends of perceiving the classroom than what has been observed in Group 1. This group attached high value (4.10) to the teacher as the source of communication, and lower values to the other items dealing with learners. Group 1, unlike this Group, has taken the new syllabus which reasonably focuses on skills of EFL teaching. The Group, in other words, has a better experience in realising the relation of group work and the role of the teacher as a resource person as well as a manager of classroom events. Lecturers prefer teacher centred teaching of EFL (3.4).

The observation made in school teachers [Group 4] reflects what they do in their teaching. The teacher lectures. Observations made at Yekatit Comprehensive Secondary School, out of which two classes were filmed for the purpose of training the research subjects of the longitudinal study, reflect what has been said above. Teachers teach English like the other school subjects--lecturing. Students learn most of the time by listening to lectures about English structures or about the skills. [see Cassette I, lessons one and two].

An observation of the Means computed shows the tendency of value attachment to show some level of agreement in some items, and disagreement in others. [see Table 4.12, Appendix IV]. The Means indicate that all the Groups agree on the role of the teacher as an important source of communication in the class. But they do not agree on students either grouped or paired as sources of classroom communication. This suggests that the role of the teacher and the students in classroom communication needs special treatment in teacher training.

4.4.2 The Pedagogic purposes of Classroom Communication

This category was treated with the intention of collecting data to see what teachers think they should do to induce learning in the classroom. The following items were treated to address this issue: [a1] 'Structuring'; [a2] 'Soliciting'; [a3] 'Responding'; [a4] 'Reacting'.

The statistical analysis shows variability to be very significant demonstrating the lack of shared knowledge in this area among teachers. [see Table 4.13, Appendix IV]. Variability is insignificant in item [a2]' soliciting' in Group 1. Trainees in this Group perceive the role of the teacher in setting tasks to be done more or less, in the same manner. In Groups 2, 3 and 4, variability is significant in all items. In Group 3, variability is weak in item [a3] 'responding', however. This indicates that lecturers perceive similarly the role of the learner in responding to teacher solicits. This in turn implies that lecturers seem to have shared expectations of their learners in the classroom.

Preferences made by each category of respondents [see the Means in Table 4.13] support the view that there is a direct relationship between practice and value attachment. Trainees in Group 1 attached higher values to items [a2] 'soliciting', [a3] 'responding' and [a4] 'reacting'; but lower values to item [a1] 'structuring'. They think that teachers should give focus to the tasks they set, the responses they get from learners, and also comment on the responses given by learners. In fact, item [a4] 'reacting' is of interest in that it has been given the highest preference of all as a means of meeting pedagogic purposes. It seems that trainees major concern is getting positive feedback from the teacher.

The values in Group 2 are fairly distributed across all the items with focus on items [a2] 'soliciting' and [a3] 'responding'. It seems the trainees in this Group tend to perceive both setting tasks and eliciting learners' responses as the major pedagogic purposes of classroom communication. Both 'structuring' and 'reacting' are also given satisfactory values as pedagogic purposes of classroom communication. The values assigned to the items by lecturers [Group 4] are also fairly distributed,

with slight focus on item [a2] 'soliciting'. [see Table 4.13, Appendix IV]. The Means in group 4 reflect the classroom situation prevailing in Ethiopian schools. School teachers have ascribed higher values to the activities they do in the classroom. Items [a] 'structuring' and [a4] 'reacting', both dealing with teacher talk have been preferred by school teachers.

The observations in this section reveal that teachers' shared knowledge in the pedagogic purpose of classroom communication is too weak to show communality. Teachers do not seem to have achieved awareness regarding this. This suggests that attention should be given to the process of classroom communication to help trainees to be aware of the purposes of classroom activities.

4. 4..3 The Mediums of Classroom Communication

The purpose of including this category was to see how teachers perceive the various mediums of communication used to promote learning. It has been observed that teachers see communication as spoken aural. In order to asses teachers' perceptions of mediums of communication , six items were treated: [a1] 'Linguistic--aural'; [a2] 'Linguistic-- visual'; [a3] 'Non-Linguistic-- aural'; [a4] 'Non-Linguistic--visual'; [a5] 'Para-Linguistic--aural'; [a6] 'Para-Linguistic--visual'.

The statistical analyses show variability to be significant. [see Table 4.14, Appendix IV]. In Groups 1 and 2, variability is significant in all items. But it is weak in item [a1] --'Linguistic- aural'. This indicates that variability tends to be weak in items that reflect teachers' awareness, or beliefs of classroom events. The belief that communication is realised in the spoken form or 'linguistic -aural' seems to be taken for granted. In Group 3, it is significant in items [a2] 'linguistic--visual', [a4]'non--linguistic visual', [a5] 'para linguistic--aural' and [a6] 'para linguistic--visual', whereas insignificant in items [a1] 'linguistic--aural' and [a3] 'non linguistic--aural'. It looks as if lecturers have shared knowledge in their perceptions of 'linguistic--aural' and 'non-linguistic-- aural' as mediums of classroom communication.

In school teachers [Group 4], variability is significant in items [a3] and [a6], whereas insignificant in items [a1], [a2] , [a4] , and [a5]. The items that have shown homogeneity in the responses of school teachers, reflecting shared knowledge, are believed to reflect common practices of school teachers in the classroom. School teachers are observed either lecturing or writing on the blackboard, and students either listening or copying from the blackboard. It is also interesting to see teachers showing homogeneity in their responses to item [a5]. It reflects the common criticism that teachers have against students --'students remain silent and do not verbally express their feelings'.

The Means computed [see Table 4.14, Appendix IV], show interesting observations supporting claims made earlier about practice as the basis of preferences. In Group 1, show also that trainees perceive classroom communication to be mainly 'linguistic-aural', for item [a1] has been ascribed higher value (3.8/5), when compared to the other items. The observation made in item [a6], 'para linguistic visual', seems to be of interest, too. This item got the next highest value (3.12/5) as a medium of communication when compared to [a2] 2.75/5, [a3] 1.75/5, [a4] 2.94/5 and [a5] 2.67/5. It shows that the acts of gazing, smiling, eye contact influence students' ability to comprehend teacher talk.

The belief that communication is verbal-aural is satisfactorily reflected in Group 2, too. Item [a1] --'linguistic-- aural' has been given the highest preference (4.17) when compared with the scores obtained for items [a2], [a3], [a4], [a5] and [a6]. This tendency is also reflected in lecturers [Group 3]. [see Table 14]. Item [a1]-- 'linguistic aural' has been given higher preference as a medium of communicative events in the class. Item [a4] 'non-linguistic--visual' is given the next highest preference. The observation made in item [a1] also shows similar tendency. The lecturers included in this study have practically experienced the use of 'non-linguistic--visual' in the teaching of the skills oriented English courses of the department. Attempts have been made to include materials that reflect this, particularly in Sophomore English and Spoken English.

It is believed that some non-linguistic classroom behaviours such as the use of body language are more subconsciously guided than the linguistic ones. But an understanding of classroom communication may help teachers to perceive the role of such behaviours in teaching. Teacher trainers seem to agree that minimising 'metalanguage' in the teaching of a foreign language to be a desirable behaviour that teachers need to learn. This may not be satisfactorily achieved unless teachers are aware of the different mediums they can use to communicate in class.

4.4.4 The Uses of Classroom Communication

This category of classroom communication was assumed to reflect what teachers think they should focus on to promote the learning of the language. In other words, it was meant to reflect teachers' shared perceptions of the uses of classroom communication, reflecting professional awareness in selecting and setting appropriate learning tasks. For this purpose five items were treated: [a1] 'Attending'; [a2] 'Characterising'; [a3] 'Presenting'; [a4] 'Relating'; [a5] 'Re-Presenting'.

The statistical analysis shows that variability is significant (but weak variability is observed in school teachers). [see Table 4.15, Appendix IV]. In Group 1, variability is significant in all the items, but relatively weaker in [a2], [a3] and [a4]: 'characterising', 'presenting', and 'relating' as classroom activities. But the Group varied significantly high in their perceptions of 'attending' and 're-presenting' as classroom activities. In Group 2, variability is significant in all items, but weaker in items [a2], [a3] and [a4]. This trend has been observed in Group 1, too. In Group 3, variability is significant in items [a1], [a3] , [a4] and [a5] , whereas insignificant in [a2] 'characterising'. [see Table 4.15]. Lecturers showed homogeneity in their perceptions of 'talking about content'. In Group 4, variability in school teachers is weak in items [a1], [a2], [a3] and [a4] , but very significant in item [a5]. School teachers showed relative agreement in their perceptions of the uses of classroom communication.

The effect of practice on variability is observed in this section, too. The values attached, however, predominantly reflect intentions. The values attached to the items [see Means in Table 15, Appendix IV], by trainees in Group 1 show that 'attending' is not as important as the other activities treated. Trainees also seem to prefer a higher form of activity which is mentally demanding --'relating'. In Group 2, item [a1] is given higher value as classroom activity which contrasts to that of Group 1. This difference could have been influenced by the new syllabus. Group 1 was exposed to the current practises in the teaching of English while Group 2 took only the methodology courses offered by the Faculty of Education which are lecture based.

The values attached to the items by lecturers show a tendency towards talking about content. Common sense tells us that university teachers tend to incline towards talking about content. The Applied Science Model for instance is blamed for this type of instruction. It promotes university oriented instead of school based education. [see Wallace, 1991]. This observation, also, supports claims made about the relation between practical experience and attitude. The values attached by school teachers to the uses treated are also fairly distributed. But, they favour 'relating' which could be another form of talking about content.

4.4.5 The Contents of Classroom Communication

This category has been included because it reflects teachers thinking about the content they would like to focus on in the teaching of language. For this purpose, four items were treated: [a1] 'Language Systems' ; [a2] 'Life' ; [a3] 'Procedure' ; [a4] 'Subject Matter'.

The statistical analysis shows that variability is significant. [see Table 4.16, Appendix IV]. In Group 1, is significant in all the items, but weak in [a1] indicating shared perception of teaching 'language system'. In Group 2, it is significant in all the items. In Group 3, it is significant in items [a1], [a2] and [a3], but insignificant in item [a4] 'subject matter'. In Group 4, it is significant in items [a2] [a3] and [a4], whereas insignificant in [a1] 'language system'. This also shows that teachers'

awareness and perceptions of the contents of classroom communication vary, reflecting lack of accessibility to the knowledge of teaching in this area.

In Group 1 values are fairly distributed in all the items, although preference to 'language system' has shown slight increase when compared to the other contents treated. Trainees in this group have ascribed the next higher value to item [a3] 'procedure'. Language of administration is perceived as a priority area. It suggests that fresh teachers are concerned on how to discipline and control class. The researcher's observation of the ESOL [English for Speakers of Other Languages], PGCE [Post Graduate Certificate in Education] teaching practice in Lisbon supports this concern of trainees. The Institute of Education, University of London, used to do the practicum of training teachers of English to speakers of other languages overseas in Portugal. The researcher observed the process in 1990. It was learned that issues related to class management and the use of appropriate language of administration were of major concern to the candidates.

Value attachments to items by trainees in Group 2 shows similar trend with what has been observed in Group 1. Item [a1] 'language system' has been preferred most followed by item [a3] 'procedure'. In Group 3 item [a4] has been given the highest preference by lecturers of all the items treated. This could imply that lecturers seem to have a common belief about the role of English in the country--as a means to the learning of other subjects, not as an end by itself, or the common phrase 'English for academic purposes'. Unlike trainees, lecturers ascribed the lowest value to item [a3] 'procedure'. It seems that class management is not of major concern to experienced teachers which is understandable. In Group 4, item [a1] has been given the highest preference by school teachers supporting the view that teachers agree in their perceptions in practices they do. Item [a4] 'subject matter' is given least preference because school teachers' major concern is to prepare students to pass the E.S.L.C.E. --the language examination is predominantly grammar based.

The observations made in this section support the claims made in the previous sections that the cause of variability in teachers regarding practices and issues in the

profession to be very much influenced by lack of reasoned practical experience. Moreover, preferences of teachers seem to be determined by what they do. The Summary of Means, for instance, shows that preferences of school teachers vary from that of lecturers basically as influenced by what they intend to do. Trainees' preferences are also influenced by what they think they should do to learn the language as well as by what seems to be of concern to them when they start teaching in the school.

4.4.6 Implications of Findings and Observations to the Training of Teachers

The observations and findings made in section three of the cross sectional study suggest that teacher training programmes should be aware of the need to make trainees cognizant of class room communication in relation to the teaching and learning process. The best means of doing this seems to allow trainees to get practical experience in recognising the roles of teachers and students as sources of classroom communication in addition to materials that are used in the class; the pedagogic purposes, mediums, uses, and content of classroom communication. [see appendix III]. It is believed that awareness aided by commitment in this area can allow teachers to understand classroom events thereby operating appropriately, flexibly, and efficiently. Moreover, understanding classroom communication can promote professional development, for it is this area which is of vital concern to classroom teachers.

The acquisition of this knowledge by trainees through practical experience is supported by the observations and findings made in this section of the study. Variability is insignificant or relatively weak in areas that respondents seem to have had practical experience. Moreover, value attachment of respondents to classroom events seem to be governed by the practical experience that respondents seem to have had in their teaching and/or learning experience of the language.

The acquisition of knowledge in this area may not be discrete and measurable. The idea of discreteness and quantification of knowledge has been always a limiting

factor in education. The researcher thinks that this area can be learned through the process of descriptive procedures. Trainees can be sensitised to the events in the classroom. After achieving a global understanding of the classroom, they can be sensitised to specific events through description and reflection. [see Appendix II].

4.5 Evaluation of the Cross sectional Study

The main purpose of the study was to get a realistic picture of the status quo. The findings and observations in this study have demonstrated that the basic problem lies in the training of teachers. It seems that teacher training in Ethiopia has not been following an appropriate course. There has been overemphasis on theory based lectures at the expense of reasoned practical experience.

Moreover, there seems lack of clear perspective, and direction of purpose by those institutions involved in the training of teachers. The strong variability level observed even in the basic areas among teachers in all the categories treated is an indicator of lack of shared knowledge. This is felt to have been mainly caused by lack of practical experience and participatory education.

The observations made in the vocabulary showed variation not only in individual respondents but also between what practising teachers and trainees think about the teaching of vocabulary, suggesting the mismatch between teaching and learning language. [see 4.2.1]. In the listening section school teachers showed no clear direction as how to teach listening skills. [see 4.2.2]. This also suggested the cause of variability to be lack of practice. Listening is not taught as a skill in Ethiopian schools. Similar observation was made with school teachers in the speaking section. [4.2.3]. School teachers think that the teaching of speaking should focus on accuracy. This also reflects their practices of teaching English in the schools. In the reading section, school teachers showed lack of awareness of the purpose of teaching reading. In the writing section, variability is very significant in all groups, suggesting that this skill is not adequately experienced by all. [4.2.4]. In the teaching of pronunciation, variability was mild for the items reflected what respondents practically experienced

to learn pronunciation. In the teaching of grammar, all Groups agreed the effect of fear of making errors of grammar as a problem of language learning. This appeared to be a common experience of all respondents. Positive intentions, however, have been reflected by respondents throughout the study. This could be utilised for the purpose of professional development. In section two, all respondents showed significant variation in their perceptions of professional issues such as attitude to the teacher of English, methods of teaching , teacher training syllabuses and problems of ELT in the schools. [see 4.3.1, 4.3.2, 4.3.3, and 4.3.4]. However, they showed a common concern to the way teachers are perceived in society, the problem of teacher competence, and the need to teach language as communication. They also reflected that in the training of teachers there should be a collaboration between the top and the bottom for teacher development. Observation made in teachers' perceptions of classroom communication support the trends observed in the other two sections. The lack of practical experience and awareness of classroom events was observed contributing to variability in teachers' perceptions of classroom communication. [see 4.4.6].

The data suggest that the lecture based teacher training does not lead to teacher development. There seems to exist too much assimilation and practically insignificant accommodation in the educational system. The assimilation sensed in this perspective seems to be tuned to individual teacher's little world. It does not prepare them to have access to professional knowledge and to embark on the process of learning to teach.

The overemphasis on a top down process and loyalty to the power structure of the educational system seems to have caused an inner resistance in individual teachers, pushing them into their individual shells thereby hindering professional development. Variability in teachers' perceptions of the profession has been very much determined by lack of practical experience and consequently shared knowledge and experience. The existing hierarchical relationship and belief in education as a matter of top down process have curtailed participatory teaching. Consequently, they have distanced the meeting of minds between teacher trainers and trainees; between

schools and teacher training programmes, and between the administration and teaching staff and the worst thing between school teachers and school students. In the absence of common understanding and professional commitment teachers can not be expected to do a worthwhile job in teaching.

The researcher believes that emphasis on a reasoned practicum will bring all the variables into the negotiating table. This can promote teacher confidence to ask and inquire based on genuine professional commitment. Educational institutions could be in touch with the grass root level where change and development should take place. Besides, theoretical assumptions and beliefs can be tested by practical experiences in order to be part of the knowledge domain of teachers thereby guiding their practises, rationally. The feasibility of promoting reasoned practicum in the training of teachers has been tried in Ethiopia, in the small experiment the researcher did with teacher trainees of EFL at Addis Ababa University. The subsequent chapters are reports of the observations and findings made. [see Chs. V, VI, and VII].

The other purpose of the cross sectional study was to pilot the questionnaire for clarity of wording and efficiency as an instrument of data collection. [see Ch. III]. The questionnaire was not found to be as complicated as the researcher felt it to be, initially. The respondents did not complain about language problems. The missing values observed in some items were minor. Therefore, the questionnaire was retained with some minor changes made here and there to be used in the longitudinal study. The word 'memorise' in the vocabulary section item [a4] was replaced by 'study'; in the writing part item [a2] was omitted, and the word 'edit' in items [a12 and a13] was replaced by 'check'; the items worded by [a...others specify] were omitted [See Appendix I, vol., II]. The questionnaire was found valid enough to collect data for reflection on teacher training. Consistency of respondents was observed in items reflecting different views, of course at face value, signalling reliability. The t-test has been used in the longitudinal study to check level of consistency as described in Chapter III--Research Methodology. [see Appendix V, t-test results, Table 5.49, vol. II] .

In the chapter that follows, the changes observed in the trainees who participated in the longitudinal study will be statistically analysed and discussed. The effect of the training methodology [see 2.3] and its underlying assumptions in bringing about desirable attitudinal and behavioural changes will be examined.

CHAPTER FIVE

LONGITUDINAL STUDY: STATISTICAL ANALYSES OF ATTITUDINAL AND BEHAVIOURAL CHANGES OBSERVED IN TRAINEES

The Longitudinal Study encompasses both quantitative and qualitative data collected by using the core questionnaire, diaries, descriptions of teaching practices, and project evaluation. The purpose of this experimental study is to see the validity of the observations and findings; speculated causes and solutions made in the cross sectional study. As a corollary, the hypothesised model suggested as a solution for the preparation of EFL pre service teachers is tested for practicality and efficiency in promoting attitudinal and behavioural changes in trainees to be effective practitioners in the profession. [see Ch. II, 2.2 and 2.3].

The observations and findings drawn from the data collected in the cross sectional study [see Ch. IV, 4.2.8] have suggested that teachers' perceptions in the practices of EFL teaching, their underlying assumptions and other related issues pertaining to teacher education showed very significant disagreement because teachers lack adequate and varied practical teaching experiences. Moreover, the findings have indicated that preferences of teaching behaviours by teachers are guided by their practical experiences irrespective of appropriateness.[see Ch. IV, 4.2.8].

Nevertheless, there seems to be a positive desire by teachers to be competent in their profession as well as shared intentions that can be good bases for embarking on professional development. [see Ch. IV, 4.3.5]. The findings suggested that teachers could be trained to be effective in their profession if they are helped to develop themselves as professional teachers right at the pre-service level. It is, thus, hypothesised, that this process could be realised by focusing on a reflective practicum where trainees do not only acquire some teaching skills, but also explore their own teaching and take risks by experimenting with what may be appropriate. This is believed

to increase their practical skills of teaching the language, instead of being limited to some few skills that teacher training institutions can help them to acquire during the initial training. Variability in teachers seems to have been influenced not by ideological differences but by lack of reasoned practicum and commitment. [see Chapters IV, 4.5].

The longitudinal study attempts to see whether a reflective methodology can be implemented to promote professional development and commitment in pre service teacher training. Variability has been addressed by first recognising it as a resource for negotiation among the participants. Its recognition is assumed to be a basis for promoting understanding among all the participants.

In this study, the findings observed, the achievements made, the failures and difficulties observed are reported. Moreover, an attempt is made to explain the observations and findings of the study. Chapter V is based on the findings drawn from the quantitative data at pre and post project. Chapters VI, and VII, are reports on the process that took place during the project season from January, 14 to May 20, 1992. Chapter VI is based on the diaries of trainees and some reflections they made on the project activities and objectives. [see Appendix, VIII, vol. II]. It reports on what the trainees think about their learning experiences. Chapter VII is a descriptive analysis of the practicum.

5.1 Introductory Note

This chapter is an analysis of the behavioural changes observed in the research subjects. It does not reflect on the process but on the product effected by the treatment given for four months, January 14 -- May 20, 1992. During this time the researcher passed fifty six hours with the research subjects, three hours a week. However, make up classes were given to compensate lost time, sometimes raising the number of contact hours to five a week. The maximum attendance of a research subject was recorded fifty six hours -- full attendance; and the least was forty hours [see Appendix VI, vol., II, hours attended].

In the treatment of the data (1) the raw scores obtained at pre and post treatment are statistically analysed; (2) Means and variability test are computed to see level of variation at pre and post treatments; (3) the statistical sign test is used to see level and direction of change by using the raw scores, and the computed variability test of scores observed ; (3) the t-test is used to test consistency as noted in Chapter III . [see Appendix V, vol. II for all statistical computations]. An attempt is made to explain the results obtained. The letters 'X' and 'Y' are used to denote observations made at pre and post project respectively .

The organisation of the report is divided into three main sections following the structure of the core questionnaire. The first part reports and reflects on the findings and changes observed in the research subjects regarding their conceptions of 'effective' teaching; the second section reports and reflects on the findings and changes observed in the attitude of the research subjects to the teacher of English and their perceptions of methods of teaching EFL, syllabuses of teacher training and school problems of ELT; and the third section reports and reflects on the findings and changes observed in the perceptions of the research subjects about classroom communication.

5.2 Trainees' Conceptions of 'Effective' Teaching of EFL

The purpose of this section is to see whether trainees' perceptions have changed as the result of the treatment given or not. It is to be noted that trainees did practical training in the teaching of English for four months. [see Ch. III, 2.3 for the training methodology put into effect and Appendices II, 2.3 and 2.4 and III, for the materials used, 3.1 to 3.7]. For the measurement of change of attitude and perception, the questionnaire used in the cross sectional study was administered at pre and post project. [see Ch. III, 3.2 for research methodology of data collection, and Appendix I, the questionnaire].

5.2.1 The Teaching of Vocabulary

In the project, trainees discussed some of the common practices of teaching vocabulary. They reflected on selected teaching materials on the teaching of vocabulary, made teaching practice, conducted discussions. Emphasis was made on the type of tasks used in English for New Ethiopia. [see Appendix, III, 3.1, vocabulary, vol. II]. All the items treated in the cross sectional study were also included in this study. The sign test results show significant changes in the preferences of trainees. Items [a1], [a2], and [a4] have lowered, but item [a3] has increased in preference. [see Tables 5.1 and 5.2 Appendix V, vol. II]. The trainees have realised that learners should be taught to make frequent use of contextual clues to learn the meanings of new words. They think that this strategy could make the acquisition of new words effective.

Item [a1] which has been preferred by school teachers [see Ch. IV, 4.2.1, Vocabulary], focuses on the active use of vocabulary where teachers instruct students to write and to speak in the language in order to learn new words. Items [a2], and [4] have lowered in preference, too. Although they were not preferred by school teachers in the cross sectional study, items [a1] and [a2] are given focus in ENE text books. This does not mean that the items that have shown lowering of preference are not relevant as competencies in vocabulary building. But, the change of preference indicates change of perceptions in trainees in the teaching of vocabulary.

Trainees think that students should be exposed to situations of language use in order to realise the vocabulary they need to know. It looks reasonable to help learners to look for the vocabulary they need to express the experiences they have accumulated. [see Oxford, 1990]. They may be also able to learn the 'meaning potential' of the words they learn to use. [see Widdowson, 1983]. In this respect the preference shown by trainees in favour of contextual clues seems to be an appropriate one. This strategy is believed to bring both receptive and active vocabulary of the learner into interaction with the context in the learning of the meaning of a new word. Maley [1990:11] says meanings derived from context are dynamic: 'Formed in actual use, connotative, creative, negotiated between users, extended meaning, unpredictable, personal/particular.'

The findings show that not only individual preferences, but also group preferences have also changed. Value attachment to the practices on language focused teaching of vocabulary have lowered significantly. Variability has also lowered significantly. [see Table 5.3, Appendix V]. It has lowered in items [a2] 'use of syntactical analysis', [a3] 'use of contextual clues', and [a4] 'use of dictionary'. In item [a1] 'use of vocabulary in writing and speaking', it is insignificant in both pre and post project, although it has slightly increased at post project. [see Table 5.3 for scores computed for each item]. The signs observed are one plus (+) sign and three minus (-) signs. The test result read is 0.938 which is very significant at 0.05 level. The statistical interpretation of the sign test results is that the change observed is significant enough to be claimed to have been caused by the treatment given.

Reduction of variability shows that the project was able to promote shared understanding in the practices reflected on the teaching of vocabulary. The idea that practice promotes the development of shared perception in professionals is supported. Trainees were able to explore and consequently reach at common understanding as to what makes vocabulary teaching effective. [see Ch. VI. 6.3.2]. This suggests the feasibility of promoting professional development in initial teacher training through the use of reflective methodology in the training of teachers. [see Appendix III, 3.1, vol., II--Vocabulary, strategies and tasks used and Appendix VIII. 8.1.2.2].

5.2.2 The teaching of Listening Skills

In the project, the trainees were exposed to issues in the teaching of listening. They discussed some fundamental principles underpinning the teaching of listening skills. [see Brown and Yule, 1989; and Widdowson, 1978]. They made teaching practices and reflected on their practices. [see Appendix III. 3.2, vol. II]. The items that were included in the cross sectional study were also treated here. The sign test results show significant lowering of items that reflect listening for 'linguistic forms' [a2], 'meanings of words' [a4], 'text information' [a6] and increase in preference of items that

reflect listening for 'gist' [a1], 'relations of ideas' [a3], and 'interpreting and seeing implications' [a5]. [see Tables 5.4 & 5.5, Appendix V, Vol. II].

The observations made above could be explained in terms of the practical experience and awareness trainees got from the project activities. [see Appendices II and III]. Moreover, they were helped to realise the learning experience they accumulated in their school time. Learners come to the class of the English language, after having got listening experience in the classroom. They have been listening to those teachers that use English to teach other subjects. What, therefore, seems reasonable and pedagogically sound is to exploit learners' experiences in the teaching of English. Thus, trainees' preference for focusing on comprehension in the teaching of listening is appropriate.

Observations on group preference and variability test results also show changes in the behaviours of grouped respondents after treatment. [see Table 5.6, Appendix V]. Increase of preference is observed in items [a1] 'listening for gist' and [a3] 'listening to learn relations of ideas'. Reduction of preference is observed in items [a2] 'listening to learn linguistic forms' and [a4] 'listening to learn the meanings of words'. In items [a5] 'listening to learn interpretation and see implications' and [a6] 'listening to text information, the Means do not indicate significant difference even at face value.

Variability among respondents has lowered significantly. [see Table 5.6, Appendix V]. Trainees have significantly changed in their perceptions of teaching listening in favour of comprehension. They think that listening should be taught to promote communication. The results also support the view that practice leads to the sharing of perceptions thereby facilitating professional development. [see Appendix III, vol., II --Listening, 3.2, strategies and tasks used].

5.2.3.The Teaching of Speaking Skills

The project promoted the development of trainees' abilities to speak in the language through its participatory strategy of teacher training. The trainees got reasonable practical experience in speaking in the language during reflection and teaching practice. Emphasis was put on intelligibility and active participation. [see Brown and Yule, 1988]. Attempts were also made to help trainees to see the aims of teaching speaking in the

Ethiopian context. [see Appendix III, speaking, 3.3, vol. II]. The six items that were included in the cross sectional study were also treated in this study.

The statistical analysis show that trainees' behavioural changes have been significant. The sign test results show significant changes in the preferences in trainees in favour of use focused teaching of speaking. [see Tables 5.7 & 5.8, Appendix V, vol. II]. What is of particular interest here is that item [a3] 'depend on verbal language for expressing their intention', has significantly lowered in preference in favour of item [a4] 'use body language such as gesture, facial expression, eye contact, etc., to aid communication'. The preference observed in favour of item [a4] could have been influenced by the awareness trainees got after using Fanselow's categories of classroom communication to describe classroom events. The realisations of speaking in terms of verbal and non verbal behaviours is beneficial to help learners to speak the language with ease and comfort. Learners may not need to bother to find linguistic expression for every event experienced. [see Oxford, 1990 on non verbal strategies used in communication].

The means calculated to show group preference show also significant reduction of preferences in items reflecting form focused teaching of speaking in favour of use. [see Table 5.9, Appendix V]. Trainees' preferences go along with current trends in the teaching of language. It is argued that teaching that focuses on isolate linguistic forms can not achieve satisfactory results of communicative skills. [see Stern, 1987]. The attempt made to replace the structural syllabus by a functional notional syllabus which promoted the teaching of language by relating form and use is a good example. [see Wilkins, 1976; Trim, 1980; Van EK and Trim, 1984]. However, this thinking and practice has led to some controversy.

The notional functional syllabus for the teaching of foreign languages has been criticised for its conceptual deficiency about learning and inadequacy about achieving communicative competence. Widdowson [1978, ix] argues, "We do not progress far in our pedagogy by simply replacing abstract isolates of a linguistic kind by those of a cognitive or behavioural kind.' Hatch [1978] thinks that learners can learn language for their own personal social, or academic goals through learning how to communicate

which needs verbal interaction and this interaction is essential for syntactic development. Widdowson [1983: 34] suggests the need of a model 'which does not atomise the user's behaviour into components of competence, but which accounts for the essential features of the discourse process'. The controversy remains unsettled. But what all agree is that learners should be taught to use language. The development of trainees' attitudes and perceptions in favour of teaching language use is encouraging. Items that reflect teaching procedures that promote language use in the classroom have increased in preference after project treatment.

This change is not a mere intention or desire as has been observed in the cross sectional study. It is a change inspired by practical and shared experience. Variability has declined significantly. [see Table 5.9, Appendix V]. Trainees were able to show agreement in the practices treated. All the items except item [a3] have shown lowering of variability at a significant level, and the statistical reading, 0.984. It is very significant at 0.05. This supports the view that practice leads to the sharing of perceptions thereby facilitating professionalism in initial teacher training.

5.2.4 The Teaching of Reading

The teaching of reading in English is one of the prime skills needed in the teaching of English in Ethiopia. It has been noted that the major function of English language in Ethiopia is to facilitate communication particularly in the educational sector. Students joining institutions of higher learning are required to do a lot of reading. However, this skill is observed to be inadequate in almost all the students joining higher learning. Reading is not taught properly in the schools. In fact, there seem to exist wrong conceptions about the purposes of teaching reading. Trainees who participated in this project assumed that the purposes of teaching reading were to teach vocabulary and grammar. This attitude has nothing to do with the idea of teaching language through the integration of form and skills. A look at the materials and activities set from reading texts in English for New Ethiopia supports the existence of this thinking, too. According to Popalia [1987: 70], "Reading is a problem solving behaviour that actively involves the

reader in the process of deriving and assigning meaning. While so doing the reader is drawing on contextual information that contains syntactic, semantic and discourse constraints that affect interpretation." Although the task of teaching reading remains difficult and demanding, Tesfaye and Taylor [1976] noted that it was described to be easy to learn as far as the curriculum for the teaching of English in the secondary schools goes. Reading was not given due attention.

In this project trainees were exposed to some of the principles and practices in use in the teaching of reading. They reflected and conducted thorough discussions on selected practices. They did teaching practice and reflected on their practices. In order to see the trends of trainees' thinking before and after the project treatment, the ten items included in the cross sectional study were treated here, too. [see Appendix I, sec. one -- reading, vol., II].

The sign test results show that trainees have shown significant changes in their preferences . Items [a1], [a3], [a5], [a7], [a8], and [a9], all deal with helping learners to get the message of a reading comprehension, increased in preferences. These items reflect strategies used in comprehending a written text such as guessing, interpreting intentions and understanding implications, reading visual, and predicting. The changes of perceptions observed in trainees seem to be desirable when seen in the light of teaching reading for the purpose of comprehension. [see Williams, 1990: 1--5]. Lowering of preferences of respondents are observed in items [a2], [a4], [a6], and [a10], all dealing with the teaching of reading for the acquisition of linguistic forms. The sign test results show that candidates have shown significant behavioural changes in their perceptions of teaching reading. The direction of change of teaching reading for the purpose of comprehension is desirable when seen in the light of teaching reading in Ethiopian schools which focuses on the acquisition of grammar and vocabulary. [see Tables 5.10 & 5.11, Appendix V, vol. II].

A reading of the summary of statistics [see Table 5.12, Appendix V]] shows that the trainees as groups [see Means], attached higher values to the items that reflect on reading for the purpose of comprehension : 'skimming for general idea' [a1], 'using

contextual clues to learn the meanings of new words' [a3], 'interpreting intentions and implications' [a5],'interpreting visual' [a7], 'skimming visual' and 'predicting' [a9]. Practices such as 'trying to comprehend every detail' [a2], 'use of dictionary [a4], 'grammar', [a6] 'reading word by word' showed significant reduction. [see Tables 5.12, Appendix V].

The behavioural changes observed in reading could have also been aided by the learning experience factor. Learners have had some experience in acquiring knowledge by doing some reading in Amharic in primary education. They have had some experience, if not adequate, in reading other subject matter in English for the purpose of getting knowledge. It is sensible to exploit this experience in the teaching of English to bridge the gap between teaching and learning. [see Alderson, 1985 on the controversies of the influence of reading experience in one language over another].

Variability has reduced very significantly in all the items treated. Items [a1], [a3], [a4], [a5], [a7], and [a10] indicate homogeneity of respondents after the project treatment. Besides, items [a6] and [a7] have reached almost a level of invariability. Item [a9] was observed showing invariability before and after the project treatment, but it has significantly reduced from 21.9 % to 17.9%. The trainees were observed to be homogeneous in one item before the project. This, however, has been raised to eight out of ten after the project treatment. [see Table 5.12]. The discussions, reflections and teaching practices promoted shared perception of the teaching of reading. The materials used for this purpose were far simpler and easy to follow than those used in the teaching of listening and speaking. [see Appendix III, 3.4, vol., II --Reading, strategies and tasks used].

5.2.5 The Teaching of Writing

The teaching of writing skills is another important area for Ethiopian students during their stay in school and when they get employed by government and non government organisations that heavily rely on the use of English (projects are usually reported in English). In school particularly in institutions of higher learning, students are

required to take lecture notes, organise reports and write essays. Although this skill is of primary importance to all students, illiteracy in English is the typical feature not only of those going to college or university but also those graduating from colleges and universities. [see Habtemariam & Hailom, 1989; also McNab, 1989, on the standard of English language in Ethiopia].

The teaching of English in Ethiopian schools as can be observed in English for New Ethiopia, reflects the teaching of grammar. It is based on the structuralist approach to language teaching. The assumption that developing competence in the analysis of sentences in terms of their grammatical categories can lead learners to develop communicative competence has not worked as far as the Ethiopian experience goes. In fact, it does not even seem to have enabled learners to compose grammatical and acceptable sentences let alone to achieve rhetorical competence. The methodological issue of teaching writing skills as to whether focus should be made on rhetoric or language is not only a matter of academic discussion but also a matter of school reality. The Ethiopian experience of teaching form devoid of use has promoted illiteracy in English.

In the project, trainees were able to get some practical experience not only in learning to teach but also in doing writing. The idea of making trainees reflect in their diaries about their learning experience was partly to promote practical experience in reflecting one's ideas through the medium of writing. Moreover, trainees were busily engaged in the production of teaching materials which is believed to have contributed to their practical experience in doing writing. They were also exposed to some principles and practices of writing, which they reflected on. [see Platter, et al, 1981 and Pincas, 1982 also cited extensively in Appendix III, 3.5, writing]. They did teaching practices which they also reflected upon. In order to see the pattern of thinking in trainees before and after the project treatment, twelve items were treated. Some improvements were made on the items that were included in the cross sectional study. [see Ch IV, Evaluation of the study; the following changes are made: item 2 omitted and the word 'edit ' in [a12] and [a13] is replaced by the word 'check' in [a11] and [a12] in the writing section].

The sign test results show significant changes in the preferences of trainees. Observations show an increase in preference for items [a1] 'constructing sentences', [a3] 'note taking', [a4] 'relations of meanings of words and phrases in sentences', [a5] 'using varieties of sentences', [a6],'relating sentences in a text', [a9] 'summarising', [a11] 'checking content', and [a12] 'checking language error'. Items that lowered in preference are [a2] 'copying sentences', and [a7] 'using technical words'. An equal numbers of (-/+) signs are observed in item [a8]--'paraphrase abstract concepts as much as possible'. This could suggest that the trainees did not have satisfactory experience in the skill of paraphrasing, which is very important skill in writing. The items listed with growing preferences reflect practises related to both accuracy and fluency in the teaching of writing. Item [a10] -- 'copy longer texts, paragraphs as expressed by the writer', slightly increased in preference, although it was expected to decrease. This could have been influenced by the practice trainees did in preparing teaching materials. They had to adapt or copy complete texts from books for the purpose of teaching. The lowering of preference noted in item [a2]--'copy complete sentences from materials read' suggests this. [see Table 5.13& 5.14 , Appendix V, vol. II].

The observations suggest that although trainees have shown satisfactory trends in their awareness of the need to reflect both accuracy and fluency activities in the teaching of writing, they seem to lack adequate practical experience. As noted in the research problem, writing as a skill is not adequately taught in the schools as well as in the institutions of higher learning. Even though there are writing courses students are rarely helped to write. The teaching is more about writing rather than teaching by doing writing, itself. The common reason given is that students can not write anything intelligible. Class size is too big to read student essays, and so on. Students not only lack experience in writing in English language but also in their first languages; for example Amharic. Trainees lacked satisfactory experience in writing. In other words, their experience in this skill was not enough to be used as a basis for discussion. The promotion of shared conceptions and understandings in the teaching of writing skills is, thus, realised to be a demanding task in the training of teachers.

The group preference as reflected in the Means also support the results of the sign test observed. [see Table 5.15, Appendix V, vol. II]. The scores are fairly distributed reflecting the role of both accuracy and fluency activities to teach writing. A slightly favourable tendency to attach higher values to practices reflecting fluency is observed, however.

Item [a3]--'take notes using their own language as much as possible from materials read' has significant increased, when compared to item [a1] --'copy complete sentences from materials read'. Item [a4]--'be aware of logical relation of the meanings expressed in the parts of a sentence: words, phrases, clauses'; item [a6] --'learn the logical relation of the meanings expressed in a sentence composing a text'; and item [a9] 'summarise main points of a text read using own language as much as possible', have increased in preference when compared to item [a5]--'construct varieties of grammatically correct sentences'. This shows trainees have made significant changes in their perceptions of teaching writing skills.

Variability has reduced in responses to seven items out of the twelve treated: [a2], [a3], [a4], [a6], [a8], and [a10]. Seven minus (-), and five plus (+) signs have been observed. [see Table 5.15].The result read is 0.927 which is very significant at .05. It can be said that initial teacher training can facilitate the growth of shared knowledge and use of appropriate teaching practices in the teaching of writing skills. This tendency is not as significant as observed in the reading section. The awareness shown by trainees of the need to focus on both accuracy and fluency with emphasis towards fluency is a desirable trend in the teaching of English. Writing to be intelligible has to be reasonably accurate. But as remarked earlier, it needs special attention to promote practical experience of learning to write by doing writing. It is this practical experience that underpins discussions and reflections on learning to teach writing.

5.2.6 The Teaching of Pronunciation

The teaching of pronunciation is the most controversial and sensitive issue for it brings to life the politics of native speakerism. The researcher believes that the studies

made on 'anomie' or the 'split personality of the non native speaker' are associated very much with the so called 'native like' or 'native accent'. The issue of 'accent' is more of a matter of identity rather than a matter of intelligibility. [see Brown and Yule, 1988]. It comes to the fore front in the teaching of pronunciation. The problem is that non native speakers of English do not only feel inadequacy to teach pronunciation but also discomfort. In fact Brown and Yule [1989: 26] think that 'the aim of achieving native-like pronunciation is not unattainable but unreasonable.' [see Appendix III, 3.6, Grammar and Pronunciation for extended citations on this issue used during training].

For example, in the teaching of spoken English in the department of foreign languages, many staff members shied away from joining that section. It was when the demand for spoken English outside the university, in work environments such as the Ethiopian Airlines, became high and financially rewarding that instructors in the Department showed interest to teach the courses. The teaching of pronunciation was accepted with some visible pain by the trainees who participated in the project. They felt that they can not teach pronunciation so long as they are not near native speakers of English. In the project attempts were made to make trainees aware of the purposes of teaching pronunciation. Trainees were exposed to some practices of teaching pronunciation. They were able to do the tasks as learners. They reflected on such practices on how suitable they could be for the purpose of teaching. They made teaching practices and reflected on their experiences and on what they observed in the lessons of their peers. [see Appendix III, Grammar and Pronunciation, 3.6, vol. II]. Attempts were made to help trainees to see teaching pronunciation as a matter of promoting intelligibility in the articulation of English sounds and utterances.

In order to see the trends of trainees' thinking, seven items that were included in the cross sectional study were treated at pre and post project. [see Ch., IV, sec. one -- pronunciation]. The sign test results show that there has been significant changes in the perceptions of trainees about the teaching of pronunciation. [see Tables 5.16 & 5.17, Appendix V, vol. II]. Items [a1] --'learn the stress patterns of words'; [a2]--'imitate and perform part or a whole dialogue as modelled by a native or near native speaker'; and

[a7] --'speak as much as possible with native or near native speaker' have shown lowering of preferences. Item [a3] --'learn the intonation pattern of English using utterances in a dialogue' is the only one that has increased in preference. The other items [a4]--'reading aloud by imitating native or near native speakers'; [a5]--'identify different sounds such as the use of minimal pairs as in 'ship' and 'sheep''; [a6] --'listen as much as possible to native or near native speakers' have shown no direction.

The sign test results observed in this section are difficult to explain. What seems clear is that the project did not succeed in developing shared knowledge in the trainees in this area, as far as the sign test results go. This was mainly because trainees have different views whether pronunciation is teachable or not as observed in their group discussions. The other factor could be to the inadequate practical experience that trainees were able to gain from the project, itself. A reading of the means supports the tendency observed in the sign tests, too. [see Table 22, Appendix V].

The Means computed show that average values attached to items treated were closer at pre than at post project. In other words, the preference of one item over the other is not that marked. Practically all the Means computed fall in the range of 4--5, except item [a4]. [see Table 5.18, Appendix V, vol. II]. This trend seems to have changed at post project. This suggests that the limited practical experience trainees got in the project made them reconsider their initial conceptions, but was not satisfactorily reflected to help trainees explore a common understanding of the teaching of pronunciation. The variability tests also show that five items showed a significant increase of variability, only two showed decreasing variability. The result read is 0.938 which is significant at 0.05.

5.2.7 The Teaching of Grammar

The teaching of grammar as far as the Ethiopian experience goes has been the focal point. The old curriculum laid heavy stress on grammar. [see Tesfaye and Taylor' in Bender, 1976: 383]. This has been also perpetuated in English for New Ethiopia. The difference was only in terms of ideology. Teaching English was primarily for the

dissemination of Marxism and Leninism. Consequently, topics that reflect socialism and values of labour and production were included. The focus on grammar, however, remained the same. It seems as if the revolution did not affect the teaching of grammar.

In this project, trainees were exposed to some of the issues on teaching grammar through out the project. Discussions and reflections on some teaching practices of grammar were made. Trainees also did some tasks as learners and reflected on such practices on their experiences. They also reflected on the relevance of such practices for teaching English to Ethiopian school students. [see Appendix III, 3.6, Grammar and Pronunciation, vol., II].

The six items included in the cross sectional study were treated at pre and post project to see the trend of trainees' thinking before and after the project treatment. [see Ch., IV, sec., one--Grammar]. The sign test results show significant changes in the preferences of trainees. They suggest that trainees have changed their perceptions about the teaching of grammar. Items [a1], [a5], and [a6], have lowed in preference. Item [a1] 'learn grammar rules' has significantly lowered in preference. This implies that trainees have recognised that the teaching grammatical rules does not result in the accurate use of the language. Item [a5]--'compose grammatical correct sentences using controlled practice such as fill-in-the blank space, sentence completion, sentence transformation exercises' -- has also shown decline in preference on individual basis. However, the Mean score of this item has not declined that much. The practices reflected in item [a5] are those that are frequently used in the teaching of grammar. [see Tables 5.19 and 5.20, Appendix V, vol. II].

The observation on item [a6] --'express their intentions using grammatical forms without the fear of making errors,' is of interest. It must be noted that in the cross sectional study this item was the most preferred one by all groups of respondents. In this study it was also given the highest preference. The value ascribed to this item, at pre project, is 4.9/5. But this has declined to 4.45/5, at post project. Nevertheless, it still remained as the highest preferred one of all the items. The decline observed from a highly exaggerated value attachment to that of a reasonable level suggests that the project

has sensitised trainees to treat learners' errors without causing inhibition. [see Norrish, 1983]. This issue was a very controversial one in the project sessions.

Items [a2] --'to write texts and learn grammar from what they write'; and [a4]--'to speak the language and learn grammar from what they speak' have increased in preferences. These two items reflect teaching grammar by first putting learners in language using activities where the teacher focuses on the marked language problems of learners. This is based on ideas of communicative language teaching.

A reading of the group preference, as reflected in the Means, supports the sign tests results obtained on individual basis. A lowering of group preference is observed in items [a1], [a3], [a6], and [a5], whereas increasing in items [a2] and [a4]. [see Table 5.21, Appendix V, vol. II].

Variability has, however, increased. [see Table 5.21]. The observation made in this respect is interesting. The trainees have achieved homogeneity in the items that reflect the teaching of grammar through language use, but increased their variability in the items that reflect the teaching of grammar through grammatical analysis and partial experience. The increase of variability in items [a1], [a3] and [a5] supports this. The issue whether accuracy should be subordinated to fluency or vice versa in the teaching of grammar is still a controversial one. The increase of variability in item [a6], although by statistical standard the computed figure falls within the range of homogeneity, is understandable. There has been an exaggerated attachment of value to the affective factor reflected in the practice at pre project level. This reaction is normally expected of learners who have been experiencing narrow, painful and examination oriented classroom instruction.

The changes observed in trainees' preferences in the teaching of grammar is encouraging, particularly when seen in the light of their long experience of learning grammar through the analyses of language forms. Hailom [1986] observed that teaching English by focusing on language use facilitates the development of grammatical competence in learners. However, teaching English in Ethiopia is mainly done through grammar analysis. It does not reinforce the experience of using the language that learners

get while learning the other school subjects. [see Appendix III, ENE materials, used through out, particularly in the teaching of Grammar].

5.3 Attitudes of Trainees to the Profession

In this section the observations made and their statistical analyses of the variables enumerated in the heading are reported . An attempt is also made to explain the findings drawn from the statistical analyses of the data . The following descriptive categories were used to show respondents' preferences: *Strongly Agree = 5; Agree = 4; Uncertain = 3; Disagree = 2; Strongly Disagree = 1.* [see Appendix I for full text of questionnaire items]. The observations and their statistical analyses are tabulated. [see Appendix V, vol. II]. The findings are analysed and discussed in the subsequent paragraphs.

5.3.1 The Teacher of English

The issue of attitude to one's profession is basic in teaching. This is because the teacher is dealing with students who will assume responsibility in the future. How they are treated in school is believed to have a direct impact on their future career. Preparing teachers to be cognizant of this duty is one of the fundamental tasks of teacher training.

In order to accomplish the responsibility of becoming a teacher of a second or foreign language, the teacher must be aware of his position in the society where he/she gives the service. Eight items that were included in the cross sectional study were treated at pre and post project to reflect trends of trainees' thinking and attitude towards the teacher of English. This is an indirect strategy to see trainees' perceptions of themselves and of their position in society as teachers of English. [see Ch., IV, 4.3.1, sec. two, teachers' attitude to the teacher of English].

The sign test results show that there has been significant changes in the attitude of trainees to the teacher of English in his/her role in national development and as a legitimate practitioner in the profession. Items [a1] 'a teacher of English contributes significantly in national development...'; [a3]-- 'teachers of English are very much respected since English helps in the development of local languages'; and [a8] --'non-

native speakers of English can teach English even better than native speakers of English', increased in preference.

Item [a5]--'teachers of English have better access....' has been positively agreed upon by trainees at both pre and post project and that is why the sign test result does not show direction. However, the Means show differences. Trainees gave higher value to this item at post project raising it from 3.7/5 to 4/5. Item [a4] -- 'teachers of English are not as important as teachers of other subjects...' has been disagreed with by all respondents. This is the reason why there is no sign test result for this item, although it decreased in preference to 'strong disagreement'. The items that significantly lowered in preferences are [a2], [a4], [a6], and [a7]: all of them reflect negative attitude to the teacher of English in his/her role in nation building and as a legitimate EFL practitioner. [see Tables 5.22 & 5.23, Appendix V, vol. II].

The observations made in this section indicate that the project was able to promote desirable attitude to the profession by helping trainees to positively see their roles in the endeavour of national development and as legitimate teachers of English. The feeling of 'anomie' implied in the cross sectional study seems to have minimised, for item [a3] increased in preference.

A reading of group preferences shows that all items reflecting positive attitude towards the teacher of English have increased in values after the project treatment, whereas those items that reflected negative attitude have lowered in values. This also supports the findings observed in the sign test results. It also suggests trainees' shared perceptions of their responsibilities grew. [see Table 24, Appendix V].

Moreover, variability has reduced significantly to almost a level of homogeneity in all the items. [see Table 5.24, Appendix V, vol. II].This indicates that initial teacher training can promote shared perception and establish positive value system in candidates by making them aware of their contribution in nation building as teachers of English. The practicum revealed that trainees showed concern to the school teachers they were teaching no matter how short the teaching practice in real classrooms was. This change is not simply as a matter of desire but as a matter of practical experience. Trainees were

encouraged to genuinely reflect on the role of the English language teacher in Ethiopia. The practices in peer teaching have enabled them to perceive their objectives and duties reasonably well. [see Ch. VI, 6.3.1 and 6.3.2 on trainees' reflections of their attitudinal changes toward the subject and the profession].

5.3.2 The Methods of Teaching EFL

Trained teachers have abilities and skills of helping the learner to learn. There are pedagogical procedures and techniques that teachers manipulate to effect learning in class or for that matter to communicate. Knowing the subject you teach is one thing and knowing how to teach it is another. Methodology does not only mean the ability to manipulate procedures and techniques of language teaching. It also means knowing the underlying assumptions governing one's practices.

In order to see the trends of trainees' thinking on methodological practices and principles, ten items, which were included in the cross sectional study, were treated before and after project treatment. [see Ch., IV, Sec two: 5.3.2, Methods]. There has been significant changes in trainees perceptions of methods of teaching English. Preferences have been observed growing in methods that promote fluency through teaching language as communication. The sign test results show that items [a4]--'focusing on group work by establishing co-operative relationship among students'; [a8] --'use of gestures, body language, visual aids such as objects, realia, etc., to elicit verbal response from students'; [a10]--'use of language generating activities like language game, role play, map reading, unscrambling sentences using pair or group work', have increased in preferences. These activities seem to have achieved stability in the literature of language teaching that controversy about them is hardly heard. [see Tables 5.25 and 5.26, Appendix V, vol. II].

But trainees also think that occasional use of the mother tongue could be of help [a7], and the use of drilling [a3]. This may not give comfort for those who would insist that only the target language should be used. But it can not be avoided since resorting to the native language when communication breaks down is a feature of bilinguals. In the

teaching of some vocabulary items, it is efficient to tell an equivalent word in the language rather than resorting to metalanguage to define what the word means, especially if it is an abstract term. [see Oxford, 1990].

Trainees do not seem to prefer the use of translation and simplification of texts for the purpose of teaching [a5] and [a6]. It can be argued that both translation and simplification have pedagogic justification in the teaching of a foreign language. But, they have also their limitations in that they content matter of what is translated or simplified could be distorted. The essence of the discourse can be difficult to work out. In other words, the flavour of the simplified or translated text may not be as inspiring as that of the original one, which the researcher thinks necessary to learn the language. [see Widdowson 1985]. Thus, selection of texts in terms of complexity and appropriateness could be one way to overcome the need to translate or simplify texts for the purpose of teaching and learning.

Focusing on individual work [a9] in language teaching also lowered in preference in favour of group work. If language use is to be focused on in the class, then the pedagogy will be promoting co-operative learning. The logic behind this assumption is that the activities used in class are not used as ends in language teaching and learning. They are used as means to promote the learning of the target language. Learning is realised when students use the language to negotiate their positions on issues of controversy and express their intentions. [see Brumfit, 1984]. The use of co-operative learning such as group work is believed to create the necessary condition for this realisation. [see Ch. VII, 7.6, the exploratory stage of the practicum].

A reading of the Means, reflecting group preferences, supports the observations made in the sign test results. Higher values have been attached to those items that have increased in preferences in the sign test, showing the consistency of respondents in their reaction to the items treated. [see Table 5.27, Appendix V].

Variability of respondents has also changed significantly. The result read is 0.828 which is significant at 0.05 level. It has increased in the items that reflect predominantly the traditional approach to the teaching of foreign language, but has reduced in the items

that reflect communicative language teaching. A total of six plus (+) signs and four negative (-) signs have been observed. Trainees have showed shared knowledge of teaching of EFL in the procedures that focus on language use. This trend is encouraging in that it shows trainees common awareness of the need to focus on communicative skills rather than grammatical forms.

5.3.3 The Syllabus of Teacher Training

In the project trainees reflected on some issues on teacher education. They also reflected on the strategies and practices used in the project in terms of relevance and appropriateness as ways of preparing pre service teacher candidates. [see Appendix VIII, 8.2]. The six items, included in the cross sectional study reflecting some of the basic features characterising the controversy, were also used at pre and post project to see trainees' thinking. [see Richards, 1989 on the issue of teacher education as training and development].

The sign test results show that there has been significant changes in the perceptions of trainees on issues regarding training (top down process) and development (bottom up process) focused teacher education. [see Tables 5.29 & 5.30, Appendix V, vol. II]. Trainees have shown preferences to the items reflecting 'development'. Items [a2] and [a6] have increased, while items [a3] and [a5] have lowered in preference; the former reflect 'development', and the latter reflect 'training'. Item [a1] reflecting 'training' and item [a5] reflecting 'development', have shown ties.

The ties observed in items [a1] and [a5] reflect, as far as trainees' thinking goes, that the resources at the top (the educator) and that at the bottom (the trainees) could support each other to make teacher training as effective as possible. In fact, the Means computed for all the items also indicate that trainees in this project seem to have maintained that the two concepts reflect complimentary practices in the preparation of teachers, but slightly skewed towards development. This can be read from the summary of observations and statistics [see Table 5.30, Appendix V].

The scores are fairly distributed, although items [a2], [a4], and [a6] have increased in values, which are development oriented, whereas items [a1], [a3], and [a5] which are 'training' oriented have lowered in values. The slight skewing towards the bottom is understandable in that the ultimate aim of teacher training is to make candidates independent practitioners in the profession.

Variability has increased in items [a1] and [a5] while it lowered in the others. It that shared knowledge in the trainees in items that reflect a development oriented teacher training has been promoted. Variability also lowered in item [a3]--'helping candidates to implement the teaching method of "successful" teachers of English'. Although this item was not favourably accepted by school teachers [see Ch. IV, 4.3.3, Group 4], the trainees who participated in the project seem to think that there is something to learn from those teachers who are "successful" in the profession. The trainees appreciated the lessons given by peers whenever they felt they found them to be effective. This belief is not imposed in any form but could have been effected by the observations and reflections made through out the practicum. [see Ch. VI, 6.4, this vol. and Appendix VI, vol., II]. The changes of attitudes in favour of appreciating the personnel involved in the process of training say the educators/trainers, the trainees and the self are desirable to promote professionalism and make teaching as effective as possible--education as a process of collaboration and learning from one another. [see Rogers 1983].

5.3.4 The Problems of ELT in Schools

The issues affecting English language teaching were discussed through out the project. Candidates reflected through out the project their opinions and experiences affecting the teaching of English in Ethiopia. Ten items, which were included in the cross sectional study, reflecting some of the repeatedly heard problems of teaching English in the schools (government schools) were treated at pre and post project to see trends of changes in trainees thinking. [see Ch., IV, sec. two, 4.3.4, School Problems]. The statistical analyses of the scores observed are reported in Tables 5.31 & 5.32, Appendix V, vol. II].

The sign test results show that the trainees have made significant changes in their perceptions of school problems of ELT. Items that reflect teacher incompetence to be the main factor for the school problems of ELT have increased in preferences while those that reflect otherwise have shown lowering of preferences. For example, items [a2], [a8] and [a9], all reflecting teacher incompetence, have increased in preference, while other items such as [a1], [a3], [a4], [a5] and [a7], all reflecting teacher competence and diligence in the teaching of English, showed lowering of preference. [see Table 5.32]. The cross sectional study also showed similar trends. But, item [a10]--'teacher preparation programmes should help candidates to develop a positive value system of their profession' has shown a lowering of preference. However, the score of this item is still the highest of all. [see Table 5.33, Appendix V].

The change observed in trainees perceptions is significant. The total of plus signs (+) observed is eight (8), and that of the minus signs is two (2). The sign test result is read 0.945. This is significant at 0.05. The computed Means show that value attachment to items reflecting teacher incompetence increased while those reflecting teacher competence and diligence declined supporting the observation made in the sign test results.

Teacher incompetence has long been recognised in Ethiopian educational circles. Tesfaye and Taylor [1976: 399] noted that the problem of having qualified teachers of English in the schools is serious:

> "The need for qualified Ethiopian teachers, which is general in the educational system of the country is particularly acute for English teaching, and there is a critical need for specialised training in English language competence and in the interests of English curriculum, the effective use of the prescribed text books, and the principles underlying the teaching of English in Ethiopia. Until these needs are met the merits of the established curriculum are largely illusory."

In the elementary schools, McNab [1989: 76] observed that 'The quality and quantity problems of the Ethiopian education system are more acute than in many other countries in the region.' She cited the following statistics as an example:

> "In 1987, it was estimated that about 17,500 primary teachers are not professionally trained, which is about 35 percent of the primary school teaching force....The untrained teachers are secondary school drop outs or school leavers who have completed the twelve year school course but not gained a place in higher education." [*ibid.*, 75].

The statistical analysis of the study shows that variability, however, increased in eight observations and decreased in two only. Trainees seem to show homogeneity in their preferences of item [a8] --'although many teachers of English have university degrees and diplomas they lack professional abilities in language teaching'. The other item which has shown reduction of variability is item [a2]--'although English language teachers complain of big class size generally they do not teach English as effectively as they should because they do not have satisfactory abilities'. But, the increase in variability in this section indicates the controversial nature of the issue. One thing that both the cross sectional and longitudinal study demonstrated is that teacher incompetence remains to be the main problem for the teaching of English in the schools. The English language is observed to be a problem even for those who are being trained to be teachers of English. [see McNab, 1989].

The trainees, after having recognised the role of the teacher in the teaching of English, strongly felt that the main problem is teacher incompetence. The basic causes are the selection of trainees at the initial stage and the training offered to learn and to teach the language. [see Chs I, 1.2 on the problem of English language teachers & II, 2.2 and 2.3 on the role of teacher training]. Trainees in the longitudinal study have realised that teachers are not satisfactorily trained to deal with school realities. [see Ch. VI, 6.4.3 this vol. and Appendix VI, vol. II]. The training methodology experimented in this study, however, has shown that the problem of teacher incompetence prevailing in the schools can be solved if appropriate procedures are deployed in the preparation of teachers. [see Ch. VII, 7.7 and 7.9; Appendix VIII, 8.1.2 and 8.2].

5.4 Trainees' Perceptions of Classroom Communication

Part three of this study contains five sections: *source, pedagogic purpose, medium, use* and *content* of classroom communication. Trainees were asked to respond to the items included in each section for treatment using five descriptive categories with mathematical values attached to each of them. [see Ch. IV, 4.4, part three]. The scores observed and their statistical analyses are tabulated. [see Appendix V, for all statistical computations, vol. II]. The findings are explained in the subsequent paragraphs. [see Appendix I, vol. II, for full text of questionnaire items].

5.4.1 The Sources of Classroom Communication

The issue of teacher centred and student centred language teaching is an issue that has not settled down yet. Since change in language behaviour is expected to take place in learners and this is the whole business behind classroom language teaching, the need to focus on the learner seems understandable. Bailey and Marianne Celce- Murcia, [1990: 316] think that, " ESL teachers should be aware of in planning a language lesson and in analysing their own teaching: the social climate, the variety in learning activities, the opportunity for student participation, and the need for feedback and correction." Referring to works by Shulmann [1975], Stevick [1976], Moskowitz [1976], Benevento and Furst [1976] and Moskowitz and Hayman [1974], they stress that "The social environment in which a person learns a language is one of the most important facets of the language learning experience. The belief that a good social climate promotes communication is widely accepted in modern language teaching." [*ibid.*]. They think that a possible way of promoting 'good social climate' is to promote teaching by increasing "student participation by cutting back on the amount of 'teacher talk' in the lesson." [*ibid.*, 321]. They suggest that well planned lesson can result in the realisation of the process:

> "Careful preparation can change the classroom interaction from teacher-dominated activities to teacher/student communication and finally to student/student communication. It stands to reason that planning opportunities for student/student communication will involve a greater number of students in an active, *cognitive* use of the language than does

> choral repetition or even a mathematically even distribution of turns by the teacher." [*ibid.*].

In this project trainees were helped to observe teaching practices and reflect on lessons given and observed by using Fanselow's categories. They were able to reflect on the educational value of the categories; for example the educational implication when a trainee or a teacher becomes the dominant source of communication in his/her teaching practice; the educational value when a teacher uses varieties of activities in the class, etc. Fanselow's [1987] suggestions of transcribing texts of classroom talk and working out the categories of communication was found to be beyond the technical abilities and for that matter beyond the patience of trainees. The use of video recorded peer lessons was able to solve the problem; and consequently, it was not necessary to do transcriptions at all.

Fanselow's subcategorised sources of communication [see Fanselow, 1978] were treated at pre and post project. [see Ch. IV, sec. two, 4.4.1, source]. The statistical analyses of the scores observed are reported below. [see Tables 5.34 & 5.35, Appendix V, vol. II]. The sign test results show that there has been significant changes in trainees perceptions of source of classroom communication. Very significant growth in preferences has been observed in item [a3] --'students paired or grouped as 'source' of classroom communication'. The other items have shown lowering of preferences: [a1]--'the teacher'; [a2]--'students individually'; [a4]--'the whole class together'. In the cross sectional study the trainees who followed the new syllabus showed a balance between teacher and students grouped or paired as sources of classroom communication. This group seems to favour a student focused EFL instruction.

If teachers believe that the purpose of teaching is to help students to learn and explore knowledge, the role of the teacher will be that of facilitating classroom learning. The relation between teachers and learners will be collaborative and the teaching and learning process will be participatory. If, on the other hand, teachers believe that they are the source of knowledge and the role of the learners is to be able to duplicate teachers'

knowledge, then the process will be top down and directive in intent and transmission of knowledge in purpose.

The data in the cross sectional study suggested this belief to be strong in school teachers. Since this approach in practice deters divergent thinking, it is likely to promote contradiction between teachers and students which may be manifested in any form. Moreover, some irresponsible teachers can misuse the power ascribed to them as the result of the educational system. The complaints aired by students that teachers use grade as a weapon for exercising power is not a mere hearsay. Learners as important elements in the process need recognition for what ever they are. The longitudinal study proved how this factor influences the relationship of teachers and learners in the classroom setting. [see Ch. VI, 6.4.3, this vol. and Appendix VI, vol. II]. However authoritarian a tradition may be, there wont be any normal human being, be a learner or whatever, who does not like to be recognised for what he/she is. Nevertheless, the role of the teacher remains to be the focal point of classroom teaching even if student centred teaching is to be promoted. In fact effective teaching is participatory in nature and is the consequence of the teacher's teaching ability to bring classroom variables into an optimum combination of interaction. [see Ch. VII, 7.6, the stage of exploration and consolidation].

Even if teachers show humane concern of learners, so long as the belief of teaching remains a top down process, teachers may look for short cut ways of meeting educational goals. In other words, they may think in terms of enabling learners to pass from one grade to the next rather than developing learners towards learning further and assuming responsibility. The Ethiopian experience shows that schools even go to the extent of encouraging students to cheat from one another as far as possible when they sit for national examination like the Grade Eight National Examination and E.S.L.C.E. In Addis Ababa, it has become virtually impossible to administer the E.S.L.C.E. according to the minimum standards of administering a national examination. Teaching is for the purpose of passing examinations. Therefore, the good teacher is the one who prepares students to know the tricks of passing examinations. The good school is the one

that gets good record of student passes in national examination. This goal has been one of the official postulates in the methodology of teaching English in Ethiopia, for example. Tesfaye and Taylor [1976] were able to note only the phrase 'preparing for an examination and note taking' under 'Methods of study' of the curriculum for the teaching of English in the secondary schools.

The sign test result shows two plus signs (+) and two minus signs (-). The result read is 0.688 which is significant at 0.05 level . It suggests that there has been significant changes of perceptions in trainees as far as source of classroom communication is concerned. Homogeneity has been achieved in item [a3] reflecting the use of group work. This supports the claim that variability is mainly caused by lack of practical experience. The trainees did practically all project activities in small groups. [see Table 5.36, Appendix V].

Moreover, a reading of the Means shows that item [a3] has been given the highest preference at post project, taking the position of item [a1]--'the teacher'. [see Table 5.36, Appendix V]. The changes observed in the perceptions of trainees about classroom communication seem to be encouraging if we take the basic assumption in language teaching that 'the students work with the language and the teacher with the students'.

5.4.2 The Pedagogic Purposes of Classroom Communication

It is believed that teachers must have procedural skills in order to carry out their duties as classroom teachers. Burke [1987: 3] believes that "Procedural skills must be mastered in order to enter the teaching profession and to stay in it with any degree of success. It is important to recognise that subject matter expertise is not the sole determinant of success in teaching." He amplifies, "The realisation should be that procedural skills require appropriate application. Without appropriate application procedural skills alone will not assume success any more than will amounts of learning when it is divorced from individual personal development."

In order to see the patterns of realisations of the common procedures described here as pedagogic purposes of classroom communication, four items were treated at pre and post project: *structuring*, *soliciting*, *responding*, and *reacting*. [see Tables 5.37 & 5.38, Appendix V, vol. II for statistical details]. The sign test results show significant changes in trainees' perception of the pedagogic purpose of classroom communication. Items [a1]--'structuring', [a2]--'soliciting', [a3]--'responding' have increased in preference, whereas item [a4]--'reacting' has shown lowering of preference. The increase in preference shown in the three items, and the lowering on the other can be explained to some extent. 'Structuring', 'soliciting' and 'responding' are activities directly related to the learning tasks to be accomplished in the class. 'Reacting' on the other hand does not seem to be as directly related as the others. It is a reflection of the teacher's feeling in relation to a given act which could be positive or negative. It is basically evaluative and it may have a motivating or a depressing effect on learning depending on how it is said. Increase in the preference to 'reaction' may also signal increase in teacher talk. When seen in the light of this, lowering of teacher 'reaction' in classroom communication seems to be appropriate. Moreover, it could be one way of reducing teacher metalanguage. In fact, in the teaching practices done by trainees, 'reaction' was excessively used by the less confident ones. [see, Ch.. VII, 7.3].

A reading of the Means, however, show that trainees on the average feel that all the pedagogic purposes treated need focus. The Means for the all items have increased at post project. [see Table 5.39, Appendix V]. The sign test on variability shows two plus signs (+) and two minus signs (-). The test result is read 0.688 which is significant at 0.05. Therefore, significant change of variability is observed. Reduction of variability can be seen to be very significant in items [a1]--'structuring' and [a4]--'reaction'. [see Table, 5.39]. It seems that trainees have developed a shared perception of the pedagogic purpose of 'structuring' and 'reaction'. Homogeneity of respondents in items [a2]--'soliciting' and [a3]--'responding' have been observed at pre and post project, with slight variations.

5.4.3 The Mediums of Classroom Communication

Fanselow [1978] identified six media of communication used to carry different messages in the classroom. [see Ch. IV, sect three, 4.4.3, Medium]. It is believed that being aware of the mediums of communication can help teachers to exploit them for effecting their teaching. It could be an effective weapon in the reduction of 'metalanguage' and the use of varieties of activities as stimulated by different mediums, particularly the use of the visual element in teaching. The wrong belief that communication is only linguistic can be tackled also. School teachers either talk (lecture) or write on the blackboard. The use of visual and body language to elicit verbal response is hardly practised. This is basically caused by ignorance not by cultural mismatch. Thus, language teaching tends to lack variation either from the teachers perspective of teaching or the exercises used in the prescribed text book. An awareness of the mediums of classroom communication was, however, observed in trainees boosting their desire to look for varieties of exercises particularly the use of pictures. [see Appendix, VI & VII, vol. II]. Bailey and Marianne Celce-Murcia [1990: 318] say, "Research and common sense suggest that variety makes a language lesson more interesting. A variety of activities can reinforce the teaching point without boring the students."

The sign test results show that there have been significant changes in the perceptions of trainees about mediums of classroom communication. [see Tables 5.40 & 5.41, Appendix V, vol. II for statistical details]. Preferences have been observed growing in items [a2]--'linguistic visual'; [a3]--'non-linguistic aural'; [a4]--'non-linguistic visual', and [a6]--'para-linguistic visual'; but lowering in items [a1]--'linguistic aural' and [a]--'para-linguistic aural'. It seems that trainees were able to realise the roles of the other mediums apart of 'linguistic aural' in classroom communication. This suggests that addressing this issue in teacher training programmes can help trainees to be aware of mediums of communication in order to be able to appreciate them. In the project trainees were using the categories to describe classroom events and to reflect on their effect on the teaching and learning process. The exercise used seems to have helped trainees to be sensitive to the various mediums of communication realised in the

classroom. This realisation is felt to promote teacher flexibility in the class: use of materials, eliciting responses, understanding learners, exploring techniques of teaching. The lowering of preference seen in item [a1]--'linguistic aural' seems to have been influenced by initial perception that communication in the class is 'linguistic aural'. The lowering of preference in item [a5] --'para-linguistic aural' seems to have been influenced by the examples given to illustrate the item, "...such as laughing, silence to pass a message e.g., students remaining silent to mean the explanation given by the language teacher was confusing e.g., a teacher says, 'Is it clear ?' Students remaining silent". The project was attempting to promote openness and negotiation. It seems that item [a5] could have been perceived as if it hinders the process that trainees seem to appreciate. This item was the least preferred one by the trainees in both pre and post project treatment. This can be read, among other things, from the summary of statistics. [see Table 5.42, appendix V].

The signs on variability have shown reduction in all items. Six minus (-) signs have been observed and the result is read 1.00 which is perfectly significant at 0.05 level. [see Table 5.42 Appendix V]. This suggests that the project was able to promote shared knowledge in this area. A reading of the Means shows that all items have shown increase in value except item [a5] ; and the increase in item [a1] being insignificant, too. The value attachment to the items shows also trainees' awareness of the role of the other mediums of communication in the teaching and learning process, besides 'linguistic aural'.

5.4.4 The Uses of Classroom Communication

The nature of tasks used in the teaching of language strongly influence the learning of the target language. Language learning becomes meaningful when it is mentally engaging. Students have to do problem solving tasks in order to learn the language through use. [see Widdowson, 1978; Prabhu, 1987]. While students are expected to be engaged in problem solving activities to learn the language, the teacher is expected to focus on language of facilitating learning. In this section particular focus is

made on what the teacher should do to promote learning. Five items reflecting uses of classroom communication [see Fanselow, 1978] were treated at pre and post project: *attending, characterising, presenting, relating and re-presenting*. [see Tables 5.43 & 5.44, Appendix V, vol. II for details of statistics].

The sign test results show significant changes in the perceptions of trainees about the use of classroom communication have taken place. Items [a1]--'attending'; [a2]--'characterising'; [a4]--'relating' lowered and items [a3]--'presenting' and [a5]--'re-presenting' increased in preference. The changes observed suggest that trainees think that classroom communication in the EFL should focus on the content matter itself rather than about it. Both 'presenting' and 're-presenting' reflect this. When seen from the teacher's perspective the trend seems to be appropriate. The teacher should try to engage students in doing tasks instead of discussing about the tasks to be done. This conception of trainees can help them to be aware of reducing metalanguage. Moreover, if one visualises the standard of English in high schools, focusing on 'characterising' and 'relating' may be beyond the level of learners. And it could be even frustrating. When seen from these perspectives, the trend observed in trainees perception seems to be reasonable.

Item [a1] --'attending' has shown very significant reduction in preference. This item was given higher preference at pre project treatment. It demonstrates how much trainees have changed in their perception on the uses of classroom communication. Although lecturing in the foreign language has been criticised for not bringing expected learning behaviours in the target language, trainees have preferred it at pre project level. This supports the claim that has been made in the cross sectional study that teachers (practising and or trainees) attach values of higher preference to items that reflect their teaching or learning experience irrespective of appropriateness. The value attached to this item after the project period showed least preference of all the items. This also demonstrates that the practical experience trainees got in the project helped them to realise classroom communication in a manner that has significantly differed from their initial perceptions of 'uses'. [see Table 5.45, Appendix V].

The signs observed on variability also show that significant changes have taken place in trainees common perceptions of the uses of classroom communication: three plus (+) signs and two minus (-) signs. The result read for this is 0.500 which is statistically significant at 0.05. Variability has increased in items [a1]--'attending'; [a2]--'characterising'; [a4]--'relating', but decreased in items [a3]--'presenting' and [a5]--'re-presenting'. [see Table above]. Shared perception at the level of homogeneity in 'presenting' and 're-presenting' as uses of classroom communication to promote 'effective' EFL teaching is observed. This seems to be desirable when seen from the point of view of the EFL teacher's role in the classroom as a facilitator of learning .

5.4.5 The Contents of Classroom Communication

The selection of lesson topics and content is believed to influence the learning of a foreign language. Looking for topics of interest and presenting lesson content in the context of what may stimulate student attention can promote learning, for it motivates students to follow the lesson. In the practicum of this project, as trainees started to develop sensitivity of classroom communication, the first sign they showed was about their sensitivity when selecting lesson topics and lesson content. [see Ch. VI]. In order to see if this has been realised by participants at the conceptual level, four items reflecting the content of classroom communication were treated at both pre and post project: [a1]--*language systems;* [a2]--*life*; [a3]--*procedure* and [a4]--*subject matter*. The scores observed and their statistical analyses are presented . [see Tables 46 & 47, Appendix V, vol. II]. The findings are explained in the subsequent paragraphs.

The sign test results show that trainees have made significant changes in their perceptions of the contents of classroom communication. Preference increased in items [a2]--'life' and [a4]--'subject matter'. Item [a1] reflects the idea of teaching the language by using activities related to the social activities of learners. This idea is supported by proponents of communicative language teaching. [see Johnson and Morrow, 1979, 81]. The assumption is that learning the language becomes meaningful to the learner and consequently it has a motivating effect. Item [a4]--'subject matter' reflects the idea that

learners can learn the language efficiently in the context of learning other subject or discussing other subject matter. This is believed to promote the learning of the language because the learners can see the communicative purpose of the language. They are learning it to meet a purpose that they can visualise. [see Widdowson, 1978]. The trend observed in the trainees about their perceptions of the content matter of the EFL class seems encouraging when assessed in terms of current thinking in the methodology of foreign language teaching.

Preference lowered in items [a1]--'language system' and [a3]--'procedure'. Procedure in this context is qualified as the use of language of classroom administration. The lowering of preference in [a1] is of special interest. The trainees have had long period of learning English as a system. [see ENE--English for New Ethiopia]. Their perceptions of learning language as a system has been reflected in their preference to the item at pre project. This item was given the highest preference. But, after getting some practical experience in the different content areas that can be utilised for the teaching of language, this item has shown radical decline in preference. Although teaching the system of the language may enable learners to develop precision in expression, this may not be realised in the absence of satisfactory fluency. The utility of grammar seems to be appreciable by the learner when he/she is able to see it in relation to his/her communicative needs. [see Widdowson, 1978].

The lowering of preference in item [a3]--'procedure' or the use of language of class administration shows a contrasting feature to that of the trainees included in the cross sectional study. It shows, however, a similar tendency to that of the practising teachers included in the cross sectional study. This is indeed an interesting observation, for it demonstrates that the trainees who participated in the project have learned to control class and think that time should be utilised on doing learning tasks. One way of reducing teacher talk is reducing the language of classroom administration. Trainees reflected this attitude during discussions on teaching practices observed. This change of attitude is encouraging. [see Table 5.48, Appendix V, statistical analysis].

The sign test results on variability also show that there has been significant change in the preferences of trainees. Variability increased in items [a1] --'language system' and [a4]--'procedure', whereas it declined in items [a2]--'life' and [a4]--'subject matter'. This implies that the project succeeded in promoting shared knowledge in trainees' perceptions of 'life' and 'subject matter' as contents of EFL teaching. This seems to be in consistent relation with the sign test results obtained from the raw scores.

Variability in the teaching of grammar increased, on the average, as seen similarly in the grammar section of part one of this study. It seems that trainees' initial conceptions of teaching language as the teaching of grammar has undergone considerable restructuring. But changes in individual conceptions on how to achieve grammatical competence in a foreign language such as the teaching of English in the Ethiopian context is still a point of controversy. Trainees have consistently showed agreement on the teaching of English for fluency. When it comes to accuracy, however, disagreement is significant.

The increase of variability in item [a3]--'procedure' suggests that trainees concern of classroom management may have declined. Yet, their perception of classroom management seems to have considerably varied from one to the other. This is felt to have been influenced by trainees' pre project perceptions of classroom management as disciplinary practice, where the teacher imposes his/her authority on the one hand; and the post project perceptions of classroom management as a participatory process of bringing learners into a responsibility of managing themselves. This thinking has been reflected very much in the diaries of trainees.

A reading of the Means shows that there has been an increase in preference of items [a2]--'life' and [a4]--'subject matter', but a decrease of [a1]--'language system' and [a3]-'procedure'. [see Table 31]. This observation supports the trends indicated in the sign test results. There seems a consensus in trainees that the content matter of classroom communication should focus on tasks related to the communicative needs of learners. This has an implication to the training of EFL teachers that training programmes

need to help trainees to develop sensitivity to the needs of learners and practical skills in selecting and using appropriate learning tasks.

5.5 Reliability Test of Statistical Data

Based on the quantitative data the researcher has made some generalisations and suggestions about EFL teaching and the training of teachers. Before going to the next chapters that will be reporting on the process that took place during the project period, it is appropriate to show the data reliability. In checking data reliability items of the questionnaire that were felt to have some contrasting features were selected for statistical analyses. The t-test was used for this purpose. [see Ch. III, 3.2.2, Research Methodology -- the use of the t-test]. Fifty six pairings of items have been made representing about a third of the data. The basic principle governing this process is 'consistency' of a grouped data . Two hypotheses were made to test consistency.

(1) *H0 or the null hypothesis is stated as follows: the difference of the Means of the items contrasted is zero or statistically insignificant .*

(2) *H1 or the alternative hypothesis is stated as follows: the difference of the Means of the items contrasted is statistically significant .*

The expected results are supposed to support either one of the hypotheses. If the data supports the null hypotheses, it is assumed that the responses to the items by the trainees were not consistent enough to be reliable. On the other hand, if the t-test results support the alternative hypothesis, it is assumed that the responses were consistent enough to ensure data reliability. Based on these assumptions, the t-test was administered in fifty six instances. The two tailed test which is non-directional was considered in the reading of the results.

In all the instances treated significant differences were observed supporting the alternative hypothesis. The data is therefore reliable. The findings drawn from and the

implications suggested to the training of EFL teachers can be reasonably trusted upon. In fact the t-test results computed are much greater than the t-critical. [see Table 5.49, Appendix V, vol. II].

5.6 Comparisons of Variability and Preference of Trainees in the Cross Sectional and Longitudinal Studies

This section is a synthesis of the statistical results and ideas forwarded regarding the trainees included in both studies. The purpose is to see what the overall trend looks in general and to assess the effect of the project in relation to observations made on those trainees who followed the old syllabus; those who followed the new syllabus and the trainees in the longitudinal study at pre and post project.

It is believed that this analysis can be of help to understand and reflect on teacher trainees' behavioural development. It can also suggest about the appropriateness of the methodology used to introduce changes that enhance the process of professional competence right at the pre-service level of teacher training. The data regarding practising teachers is not included, for the focus of this study is on pre-service teacher training. In order to save space and time; and since the essence of the study has been more or less discussed before, an attempt is made to concentrate on the core statistics for comparisons--variability scores to show level of divergence or heterogeneity ; and Means to show preferences of the grouped respondents. In order to understand the effect of the project as said above categorisation has been introduced in treating the statistics on variability and preferences.

The organisation of this report follows that of the questionnaire. In the tabulation of the data, the experimental group is denoted as Study Group (SG); the letters 'x' and 'y' denote before and after the project treatment, respectively.

5.6.1 'Effective' Teaching of EFL

The data on vocabulary, listening, speaking, reading, writing, pronunciation and grammar collected from trainees in both the Cross Sectional and Longitudinal Studies is

used to show comparisons of variability in the Groups. [see Appendix V, Table 5.50, Vol. II]. In order to see the effect of the project on variability in relation to what has been observed in the cross sectional and the initial stage of the project, the following categorization are thus made on the data: 0--25% = homogeneity; 25.1--35% = significant variability; 35.1--45% = very significant variability; 45.1--100% = heterogeneity or extreme variability. [see Table 5.51, Appendix V]. The main purpose of this comparison is to explain the effect of the project in relation to the trainees who followed the old syllabus and those who followed the revised syllabus. However, Groups 1 and 2 do not form Control Groups. Comparisons of the trainees included in the longitudinal study are made at pre and post project to see the effect of the project on variability and preference.

The statistical computations made show that the effect of the project on reducing variability is significant: homogeneity level in group 1 is computed 15.7%; group 2, 15.7%; SGx (the study group at pre project), 23.5%; and SGy (the study group at post project) 41.2%. Although the trainees in the study group seem to have had better level of homogeneity at the initial stage when compared to the trainees in the cross sectional study, they have shown a significant increase in their shared perceptions of effective teaching at post project treatment. This suggests that 'effective' teaching can be explored through practice and reflection thereby leading to the formulation of theory on effective teaching that teachers share. Significant variability is computed 33.3% in G1; 31.4% in G2; 25.5% in SGx and 31.4% in SGy. Very significant variability is computed to be 29.4% in G1; 10.5% in G2, 5% in SGx and 9.8% in SGy. This shows that the project was able to promote learning not only through assimilation but also through accommodation. This implies that teachers can be trained to develop a shared understanding and theory of effective teaching to guide their practices and at the same time can continue to explore their individual theory of effective teaching thereby making learning through negotiation an inevitable process.

The Means computed in both studies also show that the impact of the project on trainees' preferences is significant. [see Appendix V, Table 5.52 for scores reflecting use focused EFL teaching (U) and language focused EFL teaching (L)]. Means are computed from the Means under each section. A comparison of the Means of Means is made [see Table 5.53, Appendix V] in order to see the effect of the project on trainees' preferences as well as value attachment. The

average score of the Means of all Use Focused items is seen in relation to the average score of the Means of all Language focused items . [see Table 5.53, Appendix V].

Groups 1 and 2 have shown higher preference in the teaching of EFL by focusing on language use rather than language pérse or form. However, this tendency is different in the teaching of pronunciation. Both Groups seem to think that focus should be laid on accuracy in the teaching of pronunciation. Items that reflect accuracy in pronunciation relatively increased in preference. In the Study Group (SGx), focusing on use has been preferred in all the areas treated, but 'speaking'. Accuracy in the teaching of speaking has been given 3.27/5, but fluency 2.87/5. There is a marked difference between the two numerical values. After the project treatment the Study Group (SGy) has shown change of preference in favour of 'fluency' in speaking. The numerical value for fluency or use in speaking is 4.8/5 against 2.31/5 for accuracy. The change observed is very significant, at face value. The preferences that trainees held in favour of use focused teaching EFL before the resumption of the project also increased after the project treatment. In this respect, the project has helped trainees to explore their beliefs of language teaching and strengthen them. The project's attempt to promote reasoned practicum through the principle of triangulated reflection seems to have brought about encouraging attitudinal and behavioural changes in trainees. [see Ch. VII, 7.9].

A general observations of all the trainees under different categories gives the impression that trainees, all in all, seem to have favourable attitude towards the profession as can be see from the Means computed. However, desire is one thing and performance is another. But, as explained in Chapter III, desires, beliefs and attitudes influence perceptions and conceptions as well as performance. Performance needs commitment to translate desires into practice. Performance depends also on further realisation of desire to accomplish something. In this sense trainees can realise the gap between what they desire to do and what they can actually do as a result of practice. This phenomenon was realised in the teaching practices that trainees did. Although the gap between desire and actual performance can not be closed completely, trainees can be helped to approximate their performances with their desires through practice and

reflection. The positive intentions of trainees are the elements that underpin the development of their desirable attitudinal and behavioural changes. Teacher training programmes need to explore this for the promotion of training competent teachers thereby enhancing effective teaching. The project attempted to meet this goal. Trainees reflection and experiences in the project support this. [see Chs VI & VII].

5.6.2 Attitudes to the Profession

The section summarises the trends observed in the attitudes towards the profession and perceptions of trainees about methods of teaching EFL, syllabuses of teacher training programmes and school problems of ELT in both the cross sectional and longitudinal studies. The effect of the project on the Study Group can be seen in relation to the trainees who took the old syllabus (G2), the new one (G1), and the Study group itself (SGy) at pre project level. The core statistics of the cross sectional and the longitudinal study (Variability results and Means) is used to show comparisons. [see Appendix V, Table 5.54]. In order to see the effect of the project on variability on trainees attitude to the teacher of English, and perceptions of methods of teaching EFL, syllabuses of training teachers and school problems of ELT, the categorisation used in section one is also applied on the data above [see Table 5. 55, Appendix V].

Although the effect of the project on variability is significant in this section, it is not as marked as that of section one. Homogeneity level has been raised from 38.24% to 41.18 %. which is significant. When the variability percentages are closely observed, it seems that the trainees in the longitudinal study have had higher homogeneity than those in G1 and G2. The homogeneity level is computed 14.7 % for G1 and 23.53 % for G2, whereas, 38.24 % for SGX.

The low level of homogeneity observed in G1, which followed the new syllabus, was not expected when compared to G2, which followed the old one. But what actually seems happening is that whenever change is introduced variability tends to increase, but it subsides if the change introduced is followed by adequate practice and reflection. It can be speculated that cognitive restructuring may take place within the individuals but the

restructuring caused by individual perception needs another restructuring caused by shared perception to bring about significant reduction of variability. The researcher from his observation and understanding of the process of introducing change thinks that half way change may lead to anarchy or confusion of perception of educational practices.

The deficiency in the new syllabus, thus, seems to be partly caused by the lack of adequate practical teaching activities that should go along with the changes of methodological procedures and techniques introduced to up-grade the teaching of EFL in Ethiopia. For example in the research project variability increased in areas that were not adequately treated due to many factors such as pressure from the regular courses, lack of properly designed practical activities and limited experience of the researcher to address some of the issues raised in this section of the project.

The effect of the project in terms of preferences will be examined by comparing the Means of the Means of items felt to have contrasting features. In order to show the preferences of trainees to the items with contrasting features, signs and letters are used for categorisation as follows: (+) to signal positive attitude; (-) to signal negative attitude; C (communicative focused); Tr (traditional--teacher focused); T (training focused) and D (development focused). [see Table 5.56, Appendix V]. The preferences of trainees in terms of the categories indicated above are computed. [see Table 5.57, Appendix V].

Trainees in Groups 1 and 2 have shown similar trends in their attitude towards the English language teacher. The Means computed in both Groups show that the trainees seem to be uncertain of the positive roles the teacher of English plays in national development and as a legitimate practitioner of the profession, although there seems a weak inclination towards positive attitude. But both Groups seem to disagree to the items that reflect negative roles of the teacher of English in the areas qualified. The trainees in the Study Group (SGx) seem to have had a stronger positive attitude to the roles played by the English language teacher than the trainees in groups 1 and 2. But they looked uncertain about the items that reflect negative attitudes expressed in some of the items. However, the Study group (SGy), after the project treatment have shown stronger agreement to the items that reflect positive roles as well as stronger disagreement to the

items that reflect negative roles of the teacher of English. This is indeed a change in attitude that the project was able to bring about in trainees.

In the methods of the EFL teaching, both Groups 1 and 2 favour practices that reflect communicative language teaching, Group 2 showing higher tendency than Group 1. Both of them also showed lower preference for the items that reflected traditional practices of EFL teaching. On the other hand, the Study Group (SGx) favoured traditional practices of EFL teaching, before the resumption of the project. But the same group (SGy), after passing through the project has shown remarkable change by strongly favouring the practices that reflect communicative language teaching. But, the Group (SGy) has given also higher values to the traditional practices as can be read from the Means computed.

In the practices reflecting the training of teachers, Groups 1 and 2 showed similar tendency, slightly favouring development focused teacher training. The Study Group (SGx), however, showed stronger favour towards development focused teacher training than Groups 1 and 2, even before the presumption of the project. This Group, after passing through the project activities, has increased its preference towards development focused teacher training (SGy). The idea that trainees have conceptions of education that they should be helped to develop them is supported by this observation [see Richards, 1989]. A reading of the Means, nevertheless, suggests that the practices in training and development can be complemented to run effective teacher training programmes. The fair distribution of the scores in the items reflecting either training or development focused teacher training supports this. The project seems to have succeeded in helping trainees to explore and strengthen their beliefs.

In the items reflecting school problems, Group 1 seems to reflect the idea that teacher incompetence to be the main factor affecting ELT. Similar tendency, but a weaker one is also observed in Group 2. But the Study Group (SGx), before the project treatment, seems to believe that teacher incompetence is not the main factor in ELT. The computed Means show some agreement that teachers of English are competent and diligent in their profession. But uncertainty is observed regarding their incompetence in

the profession. However, the Group after the project treatment (SGy) seems to think that teacher incompetence to be a strong factor in the teaching of ELT. It seems that the practical experience they were able to get in the project made them aware of their responsibility that they should tackle the problems prevailing in the schools, particularly the teaching of EFL. This might have helped them to see the roles played by present teachers of English in helping students to learn the language being in adequate. In this sense the project seemed to have succeeded in helping trainees to be aware of the enormous task awaiting them to be professionally competent to execute teaching efficiently and effectively. [see trainees' diaries, vol., II, Appendix VI].

5.6.3 Classroom Communication

Variability of trainees' perceptions of classroom communication and group preferences as reflected in the Means is summarised. The effect of the project is discussed in the light of the variability and preferences observed in the trainees included in the cross sectional study denoted as G1 and G2; and the Study Group themselves before the presumption of the project activities (SGx). [see Appendix V, Table 5.58]. In order to see the effect of the project on variability in this section in relation to what have been observed in the cross sectional study and the initial stage of the project, the categorisation used in the other two sections is also used in this one. The level of variability is summarised. [see Table 5.59, Appendix V].

The effect of the project on variability has been vividly observed. Homogeneity has been raised from 20.83 % (SGx) to 37.50 % (SGy), which is very significant. Homogeneity in G1 and G2 is very low, 4.17 % each. Significant variability at the level of 25.1-- 35 %, has been computed 33.33% in (G1), 12.50 % in (G2), 25 % in (SGx) and 16.67 % in (SGy). Thus, variability up to 35 % counts responses up to 37.5 % in (G1), 16.67 % in (G2), 45.83 % in (SGx) and 54.17 % in (SGy). The effect of the project on the Study Group is visible.

The effect of the project in terms of preferences will be seen by comparing the Means of the Means that reflect some features with different underlying assumptions.

For this purpose the following letters are used to identify the items reflecting, more or less, different assumptions of language teaching and understanding of classroom communication: Tr (traditional); C (communicative); Tt (teacher talking); TSi (teacher and students interacting); La (linguistic aural); Na (non aural): A (attend); LU (language use). [see Appendix V, Table 5.60]. Moreover, a reading of the Means show significant changes in preferences after treatment. [see Table 5.61, Appendix V].

A comparison of the groups show that Group 1 preferred practices that reflect communicative teaching such as the use of group work (3.56 against 2.9), while Group 2 favoured the traditional one where the teacher predominantly talks and/or learners working individually (3.15 against 2.4). The Study Group (SGx), before the project, favoured the traditional one (3.43 against 3.20). But after the project, the Study group (SGy) changed its preference in favour of communicative practices (4.64 against 2.51). This is indeed a marked change and significant, at face value.

In the Pedagogic Purpose of classroom communication, all the Groups favoured activities that promote teacher and student interaction, rather than teacher talk. The Means support this: Group 1 (3.37 against 3.17), Group 2 (3.46 against 3.17), SGx (4.25 against 3.40) and SGy (4.09 against 3.82). But, all the Groups seem to have recognised, also, the value of teacher talk -- the difference is on emphasis or what may be called technically the issue of 'centrality verses marginality'.

In the treatment of Medium of classroom communication, two categories were used: Linguistic aural verses Non aural. The Means of the other mediums were aggregated and averaged to get the Mean score for the 'Non aural'. The Means indicate that all the Groups agreed on the dominance of 'Linguistic aural' in classroom communication: Group 1 (3.50 against 2.65), Group 2 (4.17 against 2.8), SGx (4.30 against 2.76), and SGy (4.55 against 3.13). Nevertheless, the Study Group increased its preference of the 'Non aural' mediums of classroom communication. This can be attributed to the effect of the project in helping trainees to realise the role of the other mediums of communication in the teaching and learning of EFL.

Two categories have been made to see the effect of the project on trainees' perceptions of the 'uses' of classroom communication: 'Attend' Vs 'Interactive Teaching'. The Mean of the values attributed to 'Attend' has been compared to the aggregated Mean of ' Characterise', 'Relate', 'Present' and 'Re-present'. The latter four have been aggregated to form 'Interactive teaching'. It is believed that all of them underpin interaction as has been qualified in the questionnaire. The scores observed in Group 1 seem to favour use of classroom communication that promotes interaction (3.61 against 2.81), whereas in Group 2 'Attend' is favoured (3.58 against 2.53), and slightly in SGx (3.8 against 3.65). But after the project treatment, the Study Group (SGy) showed marked reduction of preference of 'Attend' (from 3.80 to 2.20), and a slight increase in 'use' that promotes interaction (3.63 to 3.68). When the values ascribed to 'Attend' and 'Interactive Teaching' by the Study Group (SGx) and (SGy) are compared against each other, a marked difference in favour of the latter is observed (3.68 against 2.20). The tendency of centralising interactive teaching shown in the Study Group can be attributed to the project. [see Ch. VII].

In the treatment of 'Content' of classroom communication two categories were used: teacher focused and learner focused classroom communication. 'Language System' and 'Procedure' were aggregated to denote 'teacher focused' on one hand; whereas 'Life' and 'Subject Matter' were aggregated to denote 'learner focused' on the other. This classification is based on the assumption that teaching 'language system' is technical and consequently is a teacher dependent or centred teaching, and 'procedure' is done by the teacher as determined by his higher status in the classroom. In the same token, 'Life' is expected to focus on learners social activities and so also 'Subject Matter' on learners areas of study. Therefore, they seen to underpin mostly learner focused classroom communication. The scores on preferences show that Groups 1, 2 and SGx favoured 'teacher focused' content : Group 1 (3.27 against 2.84), Group 2 (3.42 against 2.84) and SGx (3.75 against 3.15). However, the Study Group (SGy) after the project treatment made a very significant shift in favour of learner focused classroom communication (4.28 against 2.73). The change observed can be attributed to the project.

This is indeed a desirable tendency in that language teaching should put the learner at the centre, for the learner is the beneficiary of the activity, and his or her active participation is decisive if the language is to be learned at all .

5.7 Concluding Remarks

The findings and analyses made in this chapter supported the findings observed in chapter IV. The basic cause for variability in teachers is lack of practical experience. This, in turn, seems to have been caused by poor training in the pre-service programme. It looks that teachers neither get adequate practical skills of teaching EFL nor methodological procedures of understanding their teachings to try and experiment new ideas to make their teachings as effective as possible as well as to develop their practical experiences in the profession.

Moreover, changes introduced without satisfactory practice and reflection also contribute to variability. The variability observed in the trainees following the new syllabus seems to have been influenced by changes introduced in the methodology of teaching EFL, but without adequate reasoned or critically reflected practice. This has been also observed in the trainees who followed the project. In sections that were not satisfactorily discussed and reflected upon, variability increased.

Lecturers' or trainers' difference in perceptions of professional practices could contribute for increasing variability in trainees as well as teachers. Although this needs detailed study, variability observed in Groups 1 and 2, and for that matter the Study Group (SGy) seems to have been influenced to some extent by the teacher or trainer factor. The situation in the ILS teacher training programme seems to promote variability, for professional discussions are not done among concerned staff members and course offering seems to be totally at the mercy of every individual instructor--there is neither monitoring of the traditional type, nor negotiations to promote trainees and trainers democratic participation and jointly explore professional knowledge, which this project supports.

The findings indicated that shared knowledge in the teaching of EFL can be 'genuinely' developed as of the pre-service level. This is believed to underpin professional development, thereby enhancing the promotion of effective teaching. At present from the limited experience observed in Chapters IV and V, it seems that the teacher training programme of Addis Ababa University will have to undergo basic restructuring in course offering by focusing on reasoned practicum. [Hailom, 1991, a Paper presented at the conference of language studies, A.A.U., Addis Ababa]. The research results have revealed that trainees can be helped to understand themselves and assume responsibility of exploring effective teaching. [see CHs VI & VII]. The project has also shown that trainees have fundamental knowledge of teaching and learning that can be utilised for the benefit of all participants, including trainers. The joint effort made by the researcher who also managed the project sessions made him believe that there is a lot to learn from trainees, particularly from those that need help of affective and/or cognitive type. Using trainees weak academic background should not be used for perpetuating the existing status quo in education.

Furthermore, the researcher has fairly shown that teacher training programmes should be broad based to achieve desirable attitudinal and behavioural changes. The narrowly skills based teacher training programmes can not give trainees satisfactory opportunities to explore their own teaching practices and reflect on them openly to be shared with peers or professional colleagues. In this project an attempt has been made to see teacher training broad enough to address issues relevant to the profession of teaching. Trainees were able to see teaching from different and broad angles. The attempt made to address trainees thinking before embarking on the teaching of skills seems to be paying in that it was able to break the defensive barriers that trainees may use to internally defend their beliefs, but pretend to agree to what the trainer wants them to do. The breaking of defensive barriers has facilitated the process of joint venture in exploring effective teaching. The achievement of the project can be attributed predominantly to its ability to bring trainees and the trainer (the researcher) into a relation of mutual trust. This motivated the trainees to spend a considerable time discussing the project activities

outside the project sessions. The harmony observed in the trainees could not have been achieved in the fifty six project sessions (one session one hour) that the researcher passed with the trainees.

The inclusion of issues and opinions on the teaching of English was found to be relevant in the training of teachers. Although some opinions may seem to be trivial, they do influence trainees in their professional practice. The issues addressed in section two such as the trainees' attitude to the teacher of English and some school problems of ELT triggered hot discussions. The researcher was able to sense how much these mean to the trainees.

The use of categories of classroom communication, apart of increasing trainees language of classroom description, helped them to perceive classroom communication from a broader perspective. This section, moreover, strengthened the perceptions of trainees in section one 'trainees conception of effective teaching'. Fanselow's categorisation of classroom communication was found to be an appropriate perspective for helping trainees to develop professional competence. However, it still is not adequate to address the complexity of teaching. It seems to focus on the direct behaviours of teachers. However, reflections made by the trainees [see following Chapter] stress that the indirect behaviours [see Moskwitz, 1976] of a language teacher to be decisive in making teaching effective. The teachers ability to understand learners and to appropriately initiate and maintain the 'mood' to learn in learners is vital. Although subject matter competence of a teacher contributes to the 'mood' of learners, methodological procedures seem to play the leading role -- the ability to teach. [Hailom, 1992 a paper presented at the ELT Conference for Higher Education, Ministry of Education, Addis Ababa]. Trainees with limited competence in the language were observed initiating and maintaining mood of learning by running group works and active participation of learners. [see Chapter VII, 7.8].

The methodology used in triangulating reflections using descriptive data proved to be effective and applicable. Although trainees tend to depend on judgmental terms at the initial stage they can be systematically helped to have a descriptive attitude towards

education. This approach helped them to see knowledge relatively with the belief that there is something better than what has been achieved. It helped them to accommodate divergent views for synthesis and reflection, too. Moreover, it helped them to learn to appreciate their works as well as of others. This tendency is indeed encouraging when seen in the light of 'fault finding' type of intellectual tradition in Ethiopia.

The project has found that variability can be positively seen when it contributes to homogeneity. In other words, it is difficult to speak of a profession in the absence of a sound shared knowledge. In education, it is difficult to speak of development without something developing. What is anticipated to be developing is what is shared by those engaged in the profession. On the other hand, it is also difficult to develop in the absence of divergent views and perceptions of issues of concern. If there are no divergent views, one cannot see the relevance of negotiations and discussions. At the same time negotiations and discussions cannot be smoothly carried out in the absence of shared terms of references. As learning is the negotiation of 'meaning', teaching is also the negotiation of 'meaning'. Hence, teacher training programmes need to be cognisant of the process and must be able to strike a balance between variability and homogeneity for the benefit of professional development right at the pre-service level of teacher education. In this project what Pennington [1990: 134] calls professional development has been realised to be true: "Within the framework of teaching as profession, teacher preparation aims at the development of competency standards for the field and for the attainment of a certain level of competency for all individuals, while underscoring the importance of individual professional growth through out the teaching career."

So far an attempt has been made to see the project in terms of the quantitative data collected. In the subsequent Chapters, the researcher will report and reflect on the process that took place in the project season of the longitudinal study based on trainees' diaries, descriptions of teaching practices of trainees and project evaluations.

CHAPTER SIX

AN ANALYSIS OF TRAINEES' DIARIES AND PROJECT EVALUATION: REFLECTIONS ON THE PROCESS

6.1 Introduction

In this chapter an attempt is made to describe and explain the processes from the trainees' diaries and project evaluation that constitute the descriptive data of the analysis. The chapter is divided into four sections: (1) trainees' descriptions of 'effective' teaching of EFL (taken from the short reports they wrote on 'Effective Teaching of EFL', before the project commenced); (2) trainees' reflections on pre teaching awareness raising activities (this is meant to see how trainees perceived the issues discussed and the procedures used); (3) trainees' reflections on their learning experiences during the teaching practice (this is believed to uncover the actual process that trainees passed through in translating their intentions into performance); and (4) a brief summary of the process.

The analysis shows that at the initial stage of the project the gap between the aspirations of teacher candidates and their abilities to implement them was too wide, putting both (aspiration and performance) far apart at the opposite ends of the educational continuum, but the focus on practice narrowed the gap. [see Ch. VII, 7.3 and 7.7]. The process was understood to be a task of practical experience requiring a continuous process of approximating one's lesson intentions with the ability to implement them. A narrowing of the gap is associated with attitudinal and behavioural changes in trainees, themselves. [see Ch. V, 5.7]. How the process has been realised by the trainees, in being able to approximate their performances with their aspirations, will be explored and reflected upon.

The texts taken from the diaries have been edited for language errors and clarity of content. But, their originality has been retained as far as possible. For this reason

they are enclosed in single quotation marks. In order to minimise repetitive quoting of names of participants, code numbers are indicated in square brackets as substitutes for names whenever necessary.

6.2 Trainees' Descriptions of Effective Teaching of EFL

Trainees responded to items included in the core questionnaire at pre and post project reflecting what they think makes the teaching of English effective. [see 5.2]. The researcher felt that it would be wise to make trainees reflect on the notion of 'effective' teaching by making them write what they think on the subject. The purpose of this exercise was to get more ideas about their awareness of the concept before the project commenced. It is assumed that there are basic principles that most teachers would agree as to what makes teaching effective. These are drawn from the teaching and learning experiences of students and teachers. Such awareness underpins the training of teachers and can be used as a framework for further investigation on the subject. Richards, [1990:4] says:

> "To prepare effective language teachers, it is necessary to have a theory of effective language teaching--a statement of the general principles that account for effective teaching, including a specification of the key variables in effective language teaching and how they are interrelated. Such a theory is arrived at through the study of the teaching process itself. This theory should form the basis for the principles and content of second language teacher education, which is thus dependent upon the following sequence: (a) describe effective language teaching process; (b) develop a theory of the nature of effective language teaching; and (c) develop principles for the preparation of language teachers."

In chapters IV and V, teachers' conceptions of what makes teaching effective were seen in specified terms: use vs form focused language teaching. In other words, the focus was on cognitive variables. [see 4.2 and 5.2]. When trainees were asked to write what they think makes teaching effective, they stressed the affective aspect of teaching reflected by the teacher in the management of learning.

Twelve participants in the project handed in their descriptions of 'effective' teaching before the resumption of the project activities (all but [03]). The specifications made include features that are immediately visible in the classroom and those that could be described as long term educational objectives. Reading through the descriptions, one may get the impression of the trainees as having 'high standard of educational awareness'. Even though this may not be the reality, they show that trainees are able to reflect on what makes a teaching effective or not. [see Gutiérrez, 1992]. However, what they say may not show what they could do practically, but what they aspire to. This makes training foreign language teachers a complex process. [see Ch. VII, 7.3 and 7.5]. The following features of effective teaching of EFL are reflected in the descriptions given.

6.2.1 A Systematic Goal Oriented Process

Trainees' reflections indicate that effective teaching is a systematic goal oriented process. It is a 'systematically organised, planned and presented teaching'; 'meets qualitatively and quantitatively the needs and interests of learners'; and is 'sensitive to the requirements of the society as a whole'. It is 'characterised by clearly stated instructional objectives where classroom rules and laws are used to achieve intended goals'. 'Teaching becomes effective when a teacher or any educator achieves the aims he sets himself'. Effective teaching is a 'process that gives better results'. The three concepts trainees used to describe effective teaching are *systematic, goal oriented* and *process.*

6.2.2 Knowledge of Subject Matter and Ability to Teach

Trainees reflected that *knowledge of subject matter and ability to teach* are the pre conditions for the realisation of effective teaching. These variables normally form the core of any EFL teacher training. [see 8.2]. Strevens [1974] stressed that teachers of English should have a good command of the language and abilities in teaching it.

6.2.2.1 Good Command of English

The reflections given show trainees' awareness of the responsibility awaiting them to be teachers of English. They think that good command of English by the teacher is a precondition to promote effective teaching of EFL. Effective teaching depends on the teacher who 'knows the subject matter well', 'is dynamic, flexible and sensitive to current issues on the subject through reading and other means', 'is fairly exposed to literature and curricular organisation'.

Britten [1982: 117] thinks that "While the correctness of the teacher's models is not generally at issue, the quality of his language control determines the students' ability to profit from them and the teacher's capacity to organise productive class work." In the training process ability in the language enhances the process of achieving professional competence. [see Ch. VII]. In Ethiopia one of the problems of teaching English is that the teachers themselves have serious problems with the language. [see McNab, 1989]. The statistical analyses of the Cross Sectional Study and the Longitudinal Study reflected that teacher incompetence is a major factor contributing to the problem of teaching of English in the schools. [see 4.3.4 & 5.3.4].

6.2.2.2 Methodology of Teaching

The purpose of methodology is to effect learning. The ability to use methodological practices appropriately reflects professional competence. [see Arends, 1991]. Trainees reflected that teachers must have teaching abilities that make teaching effective. The reflections stressed the affective aspects, procedures and techniques of teaching. Outstanding behaviours reflected include: 'being humorous', 'kind', 'good will', 'not authoritarian', 'establishing the father child kind of relationship in the classroom', 'expecting respect as the result of his success in accomplishing effective teaching', 'encouraging every attempt made by students', 'answering questions', 'raising ideas', 'friendly attitude, 'not undermining students' abilities', 'encouraging

and advising students to learn', ' accepting and esteeming oneself as a teacher', and 'esteeming, appreciating and genuinely accepting the profession'.

The need to manage affective variables in order to promote effective teaching has been observed by educators. Brown [1980: 113] thinks that "unsuccessful language learning can be attributed largely to affective blocks of various kinds." Hutchinson and Waters [1987] believe that the affective domain influences the cognitive domain in the process of language learning. Brown [1980:114] elaborates: "It could be claimed that no cognitive or affective endeavour could be carried out successfully without a considerable degree of self confidence, knowledge of one's self, and belief in one's own capabilities for that endeavour." Krashen [1980: 100] believes that self confidence and lack of anxiety predict success in language learning. He elaborates, "We should not put the student 'on the defensive'[....] our goal is not to test, not to reveal weakness, but to provide input for further language acquisition." [*ibid.*, 106]. Bassano [1986: 14] reflects, " Teachers should strive to lower the 'affective filter' by creating a more relaxed, informal environment where students are free to experiment discover, guess, and have no fear of humiliation or embarrassment."

6.2.2.3 Socially Responsive

It is generally argued and accepted that effective teaching can not be seen dissociated from the social context in which it takes place. Teachers are human beings and consequently they are affected by social developments. Teachers, therefore, must be aware of the social context in which they operate in order to be effective in their practices. Trainees reflected this thinking. Teaching is 'comprehensive', 'progressive', 'geared towards problem solving', 'responsive to social and natural changes', and 'encompasses the development of the human value along with skills, and change in attitude of the learner'. Trainees think that effective teaching can be achieved if a country's political, social and economic factors are favourable. They reflected that 'in Ethiopia, political problems greatly influence the effectiveness of teaching as much as

economic and social factors'. They think that 'the method and content of teaching in most cases are made to reflect the interests of the existing system, limiting the scope of teaching'. As far as the Ethiopian situation goes they think that 'schools are opened for political ends without meeting educational requirements'. 'Teachers are not given incentives and can not carry on their tasks properly and with interest --money is used to meet political interests'.

Although the reflections here show the negative effect of political, economic and social factors on education in Ethiopia, they show that trainees need to be aware of such variables as part of their training programme in order to be able to take reasoned action. In this project it has been suggested that developing countries can not perform miracles to overcome prevailing economic problems hampering education. In fact the argument is a vicious circle. [see 1.2, the research problem]. The reflection made here justifies that training programmes should be broad enough to enable trainees to assess:

> "The origins, purposes and consequences of their actions as well as material and ideological constraints and encouragement/embedded in the classroom, school and societal contexts in which they live. These goals are directed toward enabling teachers to develop the pedagogical habits and skills necessary for self directed growth and toward preparing them, individually and collectively, to participate as full partners in their making of educational policies." [see Zeichner and Liston, 1985 cited in Bartlett, 1990: 203].

The idea that teachers should be aware of their roles in the classroom and in the broader social context has been also supported by other educators. Rogers [1988: 48] says:

> " Effective classroom teachers are reflective practitioners who know the research and the literature on teaching; they model the best practice in instruction; they are well grounded in their discipline(s) and are liberally educated; they placed their classrooms in a larger social context and understand alternative visions of school and how external political and cultural factors influence these variables; they demonstrate command of program regularities; and they have internalised the wisdom of daily practice."

The reflections in this section also support the view that trainees bring knowledge into the training programme. [see 2.2]. The statistical analyses in Chapters IV and V [see 4.3.1 & 5.3.1] also reflected this view. Respondents think that teachers are not given due recognition by society. [see 1.2, discussion on the value of education].

6.2.2.4 Professional Development

The idea of professional growth which is very much focused in current literature in teacher education [see Ch.. II] has also been pronounced by trainees. They reflected that an effective teacher is up to date in the profession and uses appropriate ways to make teaching effective. He/she is *informed*-- 'is in touch with developments on the profession-- Every good teacher learns more about his subject every year, month, week'; 'understands the developmental stages of students and the psychological needs and emotional experiences of learners and is aware of the problems of classroom learning'; *selective* --'uses methods of passing knowledge to his pupils -- In school, some teachers are more successful in the classroom than others. Some effectively communicate in the class, but some fail to do so irrespective of their good command of the subject matter'; establishes rapport--'Only when the methods used and the class relation between the learners and their teacher are clear that effective teaching can take place'; *sensitive*--'helps students to actively and attentively participate in class by using easy ways to communicate his ideas and check learning in the classroom'; *inquisitive*-- 'leads students to question further and do experiments to learn and get new experiences'; *stable* -- 'is organised', 'motivates students to participate actively in class', 'shows a mature and stable personality in delivering lectures, giving assignments, forming discussion groups, evaluating or testing students' performances' and 'able to work within the limits of the students' abilities'.

The descriptions made by trainees go parallel with that of Altman, [1980: 17]: "The teaching manner makes students want to learn the FL, not just because it presents interesting problems to solve or things to say, or because it is fun, but because working

under his confident and enthusiastic direction is appealing in itself." Moskowitz, [1976: 135] observes, "But whatever area is being stressed, one thing can generally be concluded: in the end it's the teacher who makes the difference. Good teachers seem to know how to make students like learning a foreign language and want to continue this study."

The roles of 'interest' and 'adequate training' in the process of training to enhance professional development have been reflected upon. Trainees think that a teacher's interest in the profession determines effective teaching: 'The effective teacher is interested in the teaching profession', 'has adequate training--prepares daily, weekly, and yearly teaching lesson plans'; and 'encourages and engages students in class activities'. They think that training institutions should train only those who want to be teachers. 'A student who has been assigned to a teacher training institution without interest may not get enough knowledge because he dislikes the field. Even if he gets enough knowledge, he may not use it effectively after graduation', reflects [07]. These factors of interest and prolonged training, as far as the current practices of teacher training in Ethiopia goes, are not taken into consideration. [see 1.2]. The value of interest and training are very much stressed by educators, too. [see Strevens, 1974]. Bailey and Celce-Murcia [1990; 318] observe: "The teacher should project an enthusiastic and positive image. It is unlikely that the students will become actively involved in the material if the teacher doesn't seem to enjoy teaching the course." Tisher and Wideen [1990: 1] reflect:

> "We can assume that the quality of education our children receive links directly to the knowledge, intelligence and professional skills of teachers. And we can further assume that teacher quality rests in turn on the selection of top candidates for teaching, their pre service preparation, the support they receive in their education or first year of teaching, and continued professional education of the teachers themselves through in service. In short, if we want to give our young people the best education possible, we must first provide the best education and training to those who will teach them."

The descriptions reflected by trainees show the variables that teacher training programmes need to consider if views of trainees are to be incorporated. They are views that go parallel with what educators say. The notion the trainees have something to reflect on teaching is supported. The long experience of classroom learning has enabled them to make broad abstractions that make teaching effective and realise the role of the effective teacher. The reflections suggest that teacher training programmes need to be broad based: (1) developing mastery of the subject matter; (2) developing competence in teaching-- understanding the behaviours of learners and the self; learning to use appropriate teaching procedures and techniques; (3) awareness of educational processes and objectives as influenced by economic, political and ideological motives; (4) promoting quality of teachers by selecting interested candidates and prolonging the training program. The reflections in this section support the hypothesis that trainees' background knowledge should form an aspect of teacher education. [see 2.2.1].

6.3 Trainees' Learning Experiences From the Pre Teaching Activities

In chapter II, it has been argued that the synthesis of what trainees bring into the training institution and what the training programmes offer constitutes the knowledge base of teachers. [see Figure 2 and explanation of the diagram and 2.3]. In order to understand how this process was realised by trainees, reflections that focused on the pre teaching activities such as discussions on principles of language learning and teaching [see Appendix II, 2.5 and III, 3.1 to 3.6] were selected and analysed. Trainees think that they benefited from the exercises. [see Appendix VIII, trainees' evaluations of project activities]. The reflections support the hypothesis that shared awareness of teaching and learning of EFL is feasible in initial teacher training. [see 4.4.6]. They think that they developed positive attitude towards English language as a major field of study [see 6.3.1] and the professional career of becoming a teacher of English. [6.3.2].

Since the researcher did not impose a structure on the writing of diaries [see Ch. III], trainees reflected on those behaviours they felt to be significant to write on.

The idea of not imposing a structure on diary writing goes parallel with Bailey's suggestion [1990; 218]: "The novice teacher must feel free to reflect, experiment, criticise, doubt, express frustration, and raise questions in the journal. Otherwise its main benefits in teacher development--personal development and insights about teaching--will be negated." Moreover, the diary writing was taken as an integral part of the training process. The purpose was to help students think of what they did in the project and reflect on what happened as far as possible in order to sharpen their awareness. It was also an exercise in developing writing abilities. In other words, it was an aspect of learning through practical experience in addition to what was taking place in the classroom. Bailey [1990] reflects:

> "The novice teachers in teacher preparation programs, who will not always be in a position to receive outside feedback from an education, supervisor, or co-operating teacher, the diary study process can be invaluable. One of our responsibilities, as teacher educators, during pre service preparation is to provide beginning teachers with usable tools for self-evaluation, for ongoing development in the absence of our input. The mechanism of the diary study can do just that." [*Ibid.*, 225-6].

The diaries are felt to be contributing to the development as professional teachers what Lange [1990: 245] calls 'a process of continual intellectual, experiential, and attitudinal growth of teachers.' Trainees feeling and thinking about the project in its efficiency to meet its objectives have been reflected by using an open ended questionnaire, too. Some of the reflections are included in this chapter. [see Appendix VIII, vol. II for details on project evaluation based on Form 01 and 02].

6.3.1 English as a Major Field of Study

It is generally agreed that teachers must have strong interest in the subject matter they teach in order to be effective in their work. [see 6.2.2.4]. Teacher training programmes at the pre service level like those in Ethiopia have the responsibility of helping candidates to change behaviourally and attitudinally to be competent in the subject matter they are trained to teach. Trainees think that they were able to improve

and develop their abilities in English language. [see Appendix VIII, 8.2, Vol. II, reflections summarised from Form 02].

Reflections made on post project show that trainees were able to establish a positive value system that would inspire them to be students of English. Positive behaviours of liking the subject as a field of study are predominant. These are described as behaviours characterising personal satisfaction. Behaviours of appreciating the instrumental value of the language in Ethiopia are also reflected, but did not get prominence as those of the first category. [see Table 6.1 below].

Table 6.1: Behaviours of positive attitude towards English as a field of study

Code No	Behaviours reflecting personal satisfaction and appreciation of English as a field of study
[01]	happy as a field of study, core of all subjects
[02]	a prestige I should enjoy; a big responsibility to be a teacher of English
[03]	happy as a student of English; necessary to have good status
[04]	positive towards the language; I like it
[05]	needs special attention; important for education and business
[07]	happy as a student of English
[08]	happy and proud as a student of English
[09]	very positive towards English
[10]	great interest; learned to express myself
[11]	improved my teaching ability of English
[12]	I like it
[13]	a subject to be learned
[14]	strengthened my positive attitude towards English

What is interesting here is that trainees expressed that studying the language as a major field gives them personal satisfaction as an end in itself. A reading of the above table shows that most of the trainees are now happy with the field. [The data in table 6.1 is taken from the project evaluation forms administered at the end of the project]. The attitude expressed towards the language is some what related to what Gardner and lambert [1972 (a)] describe as the integrative attitude towards learning a foreign language. This attitude is believed to facilitate the learning of the language. This could also help English language teachers to be open to learn and to become competent in their subject area. One of the trainees' says, 'I can say I had no clear understanding

about the role of the English language teacher in particular. I have now a strongly established interest towards English language'. Another trainee reflects, 'The impact of the research is honestly speaking infinite. My choice of English as my major field of study is not only wise but a great fortune. The research showed me the responsibility I should shoulder, the risk I should take, the pride I should feel, the opportunity and prestige I should enjoy'.

Practice and reflection helped trainees to appreciate and understand what they do and why they do. Paulo Freire [1972, cited in Bartelette, 1990; 213] says, '...reflection without action is verbalism; action without reflection is activism--doing things for their own sake.' One trainee who was quite hesitant of remaining in the project [see Appendix VI, [08]'s diary] says, 'Before the project I used to hate the subject. I am now very much proud that it is my major field of study'. 'I have always had a firm stand that English should be studied as a major field. And the experience I have gone through in the research and the discussion I had with my friends and the researcher strengthened my position very positively', reflects [14] .[see appendix VIII, 8.2, for more reflections on this issue].

6.3.2 Teaching English as a Professional Career

Trainees reflected in their diaries that they were able to develop positive attitude towards the profession of becoming a teacher of English. They also reflected that they have learned to teach the language. They think that the teaching of English is a profession that needs special attention and care. As trainees accumulated practical experience in teaching the language they developed self confidence and the fear caused by the feeling of the inability to work as teachers of English faded. The feeling that they could do the job gave way to interest and commitment to be professional practitioners. Brown [1980: 114] reflects, "It could be claimed that no cognitive endeavour could be carried out successfully without a considerable degree of self confidence, knowledge of one's self, and belief in one's own capabilities for that endeavour." He adds,

"Personality development universally involves the growth of a person's concept of self, acceptance of self, and reflection of self as seen in the interaction of self and others.' [*Ibid.*].

As trainees developed self confidence they showed readiness to meet the constructive roles they could play as teachers of English in order to satisfy the educational interests of their country. This attitude is felt necessary to overcome the sense of 'anomie' that may lead to 'personality conflict'. The conflict between loosing one's identity and becoming a teacher of foreign language is resolved in favour of teaching English for educational advancement. The deliberations and practical activities made in the project sessions helped them to see the educational purpose of English language teaching in Ethiopia. [see 7.2]. This also facilitated the development of interest in the language as a field of study, too. [see 6.3.1].

The reflections focused on the happiness trainees felt about taking teaching English as a professional career. [see Table 6.2]. This does not mean that they did not recognise the role of English language in the overall development of the country. In fact, they look to have taken this issue for granted. [see 5.3.1, attitude to the teacher of English, for trainees' preferences of items that reflect the role of the teacher of English in national development]. What seems working here is that the instrumental value of studying English and teaching it led to a higher form of attitude: enjoying the field for its own sake. Excellence is achieved when professionals get some inner satisfaction in what they do. [see Rogers, 1983].

Out of the thirteen trainees who reflected on their attitude to the profession at post project, [see Table 6.2, on following page] only [01] did not remark about her personal satisfaction in connection to this section. Even this trainee had expressed her pleasure in being a teacher of English in her diary notes. Some of the trainees went to the extent of feeling the responsibility of making others see the value of being a teacher of English. One of the trainees says [05], 'The only thing that bothers me now and I feel that I have to do is to change the wrong and negative attitude established in some

members of the society against the profession'. The practical experiences of doing teaching and the reflections on what they intended to do and what they observed and did were cited as factors for inspiring positive attitude to the profession. [see 6.3].

Table 6.2: Summary of Trainees' Reflections on Attitude Towards Teaching English

C.N	Personal satisfaction	National development/interests
[01]		medium of instruction/international lang.
[02]	inspired to teach English	big responsibility in national development
[03]	interested to be a teacher of English	
[04]	a respected profession	
[05]	great interest deep in my heart	
[06]	interesting profession	
[07]	positive to the teaching of English	
[08]	enjoyed teaching	
[09]	accepted the profession (pleasure)	
[10]	interested as a teacher of English	society has to value teaching
[11]	a teacher of English is great	
[12]	more interesting than others	
[13]	a noble profession	
[14]	practice motivated me to teach	

This reflects that practice is the basis of professional knowledge. [see 4.4.6 & 5.6.3]. Another participant says, 'The sound discussion about being a teacher of English convinced me that teaching is not the lowest profession one can have, as I used to believe. There is nothing wrong in being a teacher and becoming a teacher of English is more than I thought. It is a respected profession'. [see Appendix VIII, 8.2, for more reflections on this issue].

6.3.3 Developments in Perceptions as Teachers

A teacher's work according to Arends [1991: 20] could be conceptualised in three broad functions: the executive, the interactive, and the organisational.

> "The executive functions of teaching refer to the leadership roles teachers are expected to play in their classrooms, such as providing motivation, planning, and allocating scarce resources. The interactive functions refer to methods and processes teachers employ as they provide day-to-day instruction to students. The organisational functions

> refer to teacher work in the school community, including work with colleagues, parents, and school leadership personnel." [*ibid.*, 20].

The reflections made by trainees on the process of teaching show developments in trainees' thinking about their roles as teachers similar to those identified by Arends [1991]. They reflected on the management of learning (executive). They think that a teacher should be able to work with others, and develop his/her personality as a professional teacher (organisational). [see Ch. VII for behavioural changes observed in trainees while performing teaching]. As the practicum progressed trainees' reflections focused on the pedagogy of language teaching (interactive). According to Arends [1991] this reflects the beginning of the life long process of learning to teach.

6.3.3.1 Managing Learning

The ultimate purpose of teaching is to bring about learning. Thus, the management of learning logically assumes a central position in the process. Trainees have realised this, for their reflections focused on the management of learning significantly. These include the movement of a teacher and arrangement of seats, timing and setting learning tasks. The reflections suggest that 'teachers should move in class to check learning and give support to students'. 'A language teacher should move to observe the activities of his students, but he should limit it because much movement may steal the students' attention'. 'The movement of the teacher and arrangement of seats affect the relation of learners and teachers'. Other trainees reflected that the relation between teacher and learners become closer if the teacher moves and closely monitors what students are doing.

This is a positive development in trainees' perceptions of their roles as teachers. "Arrangements of students, desks, and chairs not only help determine classroom communication patterns and interpersonal relationships, but also influence a variety of daily decisions teachers must make concerning how scarce resources are managed and used." [*ibid.*, 68]. Freeman, [1990] says 'teaching is a helping profession'. If help is

to be given to students in the class doing practical activities to learn the language, the teacher definitely has to move to give service to needy students at close range. It is also believed that helping learners in this way can reduce the status barrier between students and teacher and in effect motivate learning. The concept of classroom *space,* moreover, is a basic knowledge in teaching. Classroom space is an important resource that teachers should know in order to be able to manage it with efficiency: "how to move around in it, where to place students, materials, and desks, and how to create an ambience for learning." [Arends, 1991: 67]. [see also 7.4.6 researchers' remark of effective teaching as a realisation of the optimisation of interaction of classroom variables].

The diaries also showed that trainees continued to develop their awareness of the role of affective variables in teaching. Before the project commenced, their reflections focused on this issue. In fact this observation supports the view that trainees have conceptions of effective teaching and they have to be helped to develop them. The project did not suppress trainees to abandon their beliefs. If the purpose of teaching is to promote learning, trainees think that the teacher must be able to see the interplay of affective and cognitive variables in the teaching and learning process: 'learners should not be pressurised and punished for mistakes they make in the language', 'the teacher should be careful not to make learners develop negative feelings'.

Trainees' reflected that the management of *time* is decisive in teaching. In order to use time for learning, they think that it should not be decided by the teacher, for students have different speed in comprehending different tasks. 'If a teacher decides on the timing of the task without considering the feeling and consent of learners, it may lead to individual competition in the language class which is not desirable since it hinders co-operation', says [01]. This view is also supported by research and common sense. [see Arends, 1991: 319]. Burke [1987: 4] explains, "The students who come into the classroom will not be uniform in nature, purpose, or ability. Their variations in response will require insight on the part of the teacher."

Trainees' reflections support that 'learning tasks should be learner centred', 'teacher talk should be reduced to give enough time to student activities'. Cormon, [1986: 278] supports the view: "Language learning is as its best when teachers teach the students not the syllabus. This means remembering that students are people and that their different personalities, feelings, and interests should be taken into account." Oxford's [1990:11] statement summarises the tendency in language teaching which the trainees seem to have realised and accepted: "When students take more responsibility, more learning occurs, and both teachers and learners feel more successful." [1990: 11]. [see 7.5 and 7.6 on what makes a teacher effective and also Figure 4, Ch. VIII].

Trainees reflected on the use of indirect strategies of teaching to inspire learning. They tried to work with these behaviours in the practicum. [see Ch., VII]. 'Before going directly to the day's lesson, a teacher should be able to do pre-lesson activities to draw the attention of students and to bring students to the responsibility of learning', says [04]. This is what Arends [1991] describes 'a productive learning environment'. He explains:

> "A productive learning environment is characterised by (1) climate where students feel positive about themselves, their peers, and the classroom as a group; (2) structures and processes where students' needs are satisfied and where students persist with academic tasks and work in co-operative ways with the teacher and other students; and (3) a setting where students have acquired the necessary group and interpersonal skills to accomplish the academic and group demands of the classroom.' [*ibid.*, 98].

They realised 'a teacher should use language simple enough to follow' and 'tasks well thought of to be satisfactorily performed by students'. Caroll [1963, cited in Arends, 1991] said that the quality of instruction is very much dependent on 'the clarity with which task demands are communicated', 'how adequately tasks are presented', and 'how adequately the tasks are sequenced and paced' and 'how well student needs and characteristics are accounted for'. [*ibid.*, 1]. After having discussed and reflected on their language learning experience and examined some tasks taken from English for New Ethiopia, trainees reflected on improvising and supplementing the existing

teaching materials in use in schools. They think that teachers should be able to supplement the text books used by the Ministry of Education with their own materials.

This attitude is indeed a fundamental change in Ethiopian teachers. In Ethiopia, school teachers hardly assumed the responsibility of enriching teaching materials in use in the classroom. In the project, however, trainees were encouraged to use self selected and prepared materials in the practicum. This fostered the idea that they have the responsibility to develop their materials appropriate to the requirements of the classroom. The practical experience they got in the practicum helped them to be aware of the need to be self sufficient and to build the confidence to implement what they think is appropriate even at the level of selecting and using teaching materials. 'The teacher should not be limited to the text book, he/she should look for other sources such as tape recorded materials, films etc. Teaching materials which are prepared by the Curriculum Division of the Ministry of Education are not up to date and do not reasonably meet the interests of learners', reflects [01]. 'Although text books remain the main resource materials, teachers should not totally depend on them. They must strive to develop their own materials and methods of teaching', says [05]. 'Teaching materials in the text book can be redesigned to do language learning activities. A single text could be exploited for various teaching activities', explains [04]. [see 8.1 the discussions on the effect of over dependence on text books on English language teaching in Ethiopia].

6.3.3.2 Working With Others

Teaching is in one way or the other a process involving relations with people (organisational function). A teacher in order to be effective in his work has to be able to work with other people: the students he/she teaches, the teachers who teach the same subject, the other subject teachers working in the school, the people in the administration who are there to help and facilitate the school life. The behaviour of

working together can be promoted in trainees during their initial training. This has been realised in the project.

Trainees' reflections show attitudinal development towards effective teaching of English as a collaborative process. [see 6.3.2.2 and 6.4.3, also see Appendix, VI, vol., II]. They have shown changes of attitude towards working together in the process of exploring effective teaching. The practical experience of working in small groups and the relevance of inquiring together on professional matters enhanced the process of learning to teach. [see 2.3]. Arends [1991: 319] summarising research works made on co-operative goal structures and competitive structures observed that the former is more productive than the later: 'Interdependent relationships, in which co-operation is rewarded, lead to strong motivation to complete a common task'; 'Group work develops a considerable friendliness among group members'; and 'Co-operation develops a highly effective communication process that tends to promote maximal generation of ideas and greater mutual influence.'

Establishing a collaborative value system in education in learners who have been exposed to a system of education that has been promoting the value of surviving at the expense of the others is not an easy process, however. Some were suspicious of the relevance of group work and discussion, particularly the 'high academic achievers'. [see Appendix VI, reflections given by 02].

The discussions and reflections on principles and practices of language teaching and learning helped trainees to restructure their value systems as the training process progressed. They reflected that they were convinced of the fact that they can learn from each other in order to achieve better results. For example, [02] unlike his feeling at the initial stage of the project, enjoyed doing group work and getting peer feedback. [see Appendix VI, vol. II]. 'The practice of learning from each other by using self motivated ideas was initiating and encouraging', says [03]. 'Discussing professional matters promoted the realisation of skills that were ignored in high school teaching of English', says [05]. The group discussion helped us to realise that our language learning

experiences were limited and we discussed language skills that are not taught in schools such as the teaching of listening comprehension', reflects [06]. [see Appendix VI, codes 05 and 06]. [see Appendix VI, for more reflections on this issue].

The participants realised that co-operation and collaboration in teaching promotes healthy social relationships in addition to professional skills. The process of socialisation in assuming social responsibility which is an important knowledge base in teaching was enhanced. [see Rogers, 1983]. One of the participants reflects: 'The research helped me to get rid of shyness, loneliness, and complaining always about my self. This was due to my introvert behaviour. I found that it is not only learning from one another but also living with others by sharing one's problems that makes life smooth. We worked in the spirit of understanding'. Another trainee observes, 'Every participant was interested to discuss and share one's views. Every one was ready to learn from one another'. A third participant remarks, 'I learned from the errors I and my friends made and reflected upon in the peer teaching. It helped me when I did my teaching practice at Yekatit'. [see Appendix VI, reflections given by 04, 05, 07, 08, 09, 10, 11, 12, 13, and 14].

An attitude of professional community spirit was reflected in trainees' diaries. Solidarity among professionals is necessary to promote professional interests and objectives. The survey study implied that as far as the Ethiopian experience goes, this spirit does not exist. [see 4.4.6]. Studies made in the United States [Joyce, et al, 1983; cited in Arends, 1991, 442--443] also support the observation reflected by the researcher. The researchers interviewed 300 teachers and surveyed 3000 more in California. The study revealed five categories of teachers causing variability in the profession: the 'omnivore', 'active consumer', 'passive consumer', 'entrenched' and 'withdrawn'. In this study it is concluded that it is the 'omnivore' group which is active in the professional development process. Arends [*ibid.*] remarks, "It is important for beginning teachers to start establishing habits and patterns for development that will

help them become active omnivores of learning rather than habits which may lead to entrenchment and withdrawal".

The researcher's hypothesis that the initial training methodology shapes teachers' professional attitude and behaviour is supported in the reflections given by trainees: 'The project created really exemplary friendship and brotherhood among participants. We know each other better than before. This is because we were able to speak our minds' [02]. 'The project helped participants to develop close relationship among ourselves including the researcher that we considered him as our friend, teacher and consultant. The research participants were close and respectful and more co-operative to each other than those who were not in the project' [03]. 'In my opinion there was not even a single point that we did not discuss in our groups. Co-operation and understanding among trainees were promoted and even continued to take place beyond the project activities' [05]. Both [11] and [12] think that 'the good spirit of working together facilitated learning'.

In any community the spirit of tolerance facilitates understanding and collaboration. In the teaching profession, tolerance is basic not only in dealing with school children but also with colleagues and other members of the society. Ethiopian educational system was not able to promote the spirit of tolerance in the schools. The bloody wars fought in the last seventeen years including the 'red terror' and 'white terror' were fought for nothing but for lack of tolerance in the intellectuals who master minded the 1974 revolution. Lack of tolerance is still a problem among Ethiopian intellectuals, not among the Ethiopian people.

In the diaries of trainees the spirit of tolerance was also reflected. These changes of attitudes, which were also practically observed in the practicum, suggest that such values can be promoted in the teacher training programmes as well as in the schools. The following reflections can be taken as examples: 'There were some conflicts during the time of discussion, but we were able to agree on the points that caused dispute', reflects [08]. 'The project brought us closer than before. I personally was aloof. But, I

have got now good friends who can share with me what they know and can help me with what they have' [09]. 'The group work generated new ideas which we discussed thoroughly and resolved our differences through understanding' [10]. 'Small group discussion helped us to be able to talk to another. I personally have become a friend of most of my classmates. We sometimes talk what we have been doing in the research period outside of class. The impression we got from the research activities--video play back, reflections and discussions is memorable' [13]. 'Because we were engaged in discussions most of the time, the project has contributed much in promoting understanding and co-operation among ourselves. We always helped each other in preparing lessons for the peer teaching. I had given advice to my friends so also they did when I prepared my lesson. [13] was very helpful especially '[14].

6.3.3.3 Assuming the Responsibility of an Autonomous Teacher

The responsibility of the teacher is multifaceted and entitles him/her to reflect an exemplary personality as a human being, as a professional and as a master of the subject he/she teaches. In the classroom he/she is an independent practitioner. The teacher has to develop professionally in order to utilise the power of independence appropriately. Burke [1987: viii] thinks:

> "The teacher is expected to be knowledgeable and skilful even though (i) students are diverse in capacity to learn; (ii) school systems are variable in programs and organisation; (iii) societal characteristics often are unpredictable; (iv) governmental controls are inflexible; and (v) educational expectations of people are often unstable. Yet, in the presence of these conditions, the teacher must accomplish the goals and purpose of education. These are the compelling forces that keep continuous teacher development in central focus."

Teachers are also individuals. They reflect individual behaviour of doing things. The argument about effective teaching is also associated with the notion that teaching is individual. In any profession for that matter the individuality factor holds true. The issue of individuality and communality can be resolved in terms of complimentary relations. Thus, a teacher must reflect abilities of individuality and communality. As an

individual the teacher must be able to take decision; and as a member of the community he/she must be able to listen and learn from others. Trainees reflected this awareness which was also observed in their practices. [see 7.6]. Some of the reflections could be cited as examples: 'a teacher has to be him/herself', 'should improve his/her teaching through practice and reflection, but not by modelling the teaching of others', 'should try hard to develop interest to be a good teacher by being sensitive to students feelings and needs'. [see Appendix VI for more reflections on this issue]. What Burke [1987: vii] calls professional growth seems to have been perceived by the trainees: "The professional growth of a teacher is now a career--long process of development beginning with undergraduate studies and culminating in retirement."

6.3.4 Summary

The reflections made by the trainees on their pre teaching activities clearly support the need to give attention to pre practice teaching reflections. It facilitated not only in giving direction as what to do but in creating the social climate of learning to teach and education as a collaborative process. It encouraged the promotion of desirable value system of education. It enhanced the learning through the process of restructuring of experience . It helped trainees to develop abilities to perceive and reflect on training activities. It widened their knowledge horizon of teaching EFL favourable for professional development: positive attitude towards the language and the profession; practical awareness of teaching as a behaviour involving the management of affective and cognitive variables of learners; working together and learning from each other; and assuming the responsibility of a teacher as human being, teacher and master of the subject. The view that practice and reflection prepares trainees to have access to the knowledge of teaching is supported in the observations reflected above.

6.4 Trainees' Reflections on the Practicum

Reflections about the teaching experience made and observed were selected and analysed to see what trainees think of these experiences. This is done basically to understand the factors that inhibit performance on the one hand, and those that facilitate on the other. Understanding this process is believed to be vital in teacher training for it can make teacher trainers to be aware of what management procedures should take during the practicum.

The non natives have two important problems when they do teaching practice: the ability to express themselves in understandable English and the ability to teach it. This situation makes the performing of teaching in a foreign language a difficult and demanding task.

The reflections show that the initial experience was frustrating, full of anxiety and disappointment. [see 7.2]. These feelings are primarily caused by the lack of experience to speak in front of people (stage fright), which is normally expected with novices, and the lack of confidence in their command of the language they were being trained to teach. The second reason is serious. The 'stage fear' is common with any trainee, native or non native speaker.

The stage fear with trainees with relative confidence in their ability of the language disappears after a while in some cases after few minutes of starting the lesson. The basic problem lies how to relieve trainees from the trauma caused by the feeling that their English is not adequate for themselves let alone to teach it. In other words, when a trainee has convinced his/her mind that his/her English is too poor to be a teacher of English, it is really a difficult task to bring such a candidate to some shape. [see 2.2.1]. He/she would opt to find ways of satisfying the tutor and get a pass grade. This is what the Ethiopian experience of training teachers of EFL looks like. Thus, the process of bringing such kinds of trainees into a genuine process of professional development is an arduous but necessary task. [see 6.5 and 7.2 for discussions on the

therapy used to release trainees from hardened beliefs and to bring them to full capacity of learning the language and learning to teach it].

6.4.1 The Initial experience: Shock and Frustration

Some accounts made by trainees of their experiences in the initial stage of the teaching practice reflect their experiences of shock and frustration. They reflected that the first peer teaching experience was disappointing and frightening. Trainees think that they were not able to do what they intended to do. They were too nervous to see and understand what they were doing. 'I prepared all the activities of my lesson. But I was not able to control the class, made errors such as wrongly spelled words. I was frightened and lacked confidence. In fact, I was not teaching what I wanted to teach', says [01]. During my presentation I was feeling fear. It became too much because it was my first time to stand in front of people and teach. My friends felt also fear. I could not present it as I had intended it to do it. Some of the lessons could not be understood because the voices of some candidates were not clear' reflects [06].

Some reflected that their preconceptions of teaching contributed to the trauma. [08] says, 'I felt that teaching is a difficult job. I also felt some frustrations and tension due to the presence of my colleagues, I don't know what I did and I doubt if I would really like this profession'. 'In my first day teaching I was nervous, disturbed and full of suspicion that my English will be full of technical jargons', reflects [02]. Some even felt extremely depressed as the result of failure to do what they expected to perform. 'I am not fond of knowing English anymore. I don't feel at ease when I attend English language classes. I feel something bad when I go to the English class', says [03]. [see Appendix VI, for more reflections on this issue].

The methodological procedures used during the training helped them to recover from the shock. [see 2.3]. The supportive reflections helped trainees to overcome nervousness and develop positive perspective to the subject and the profession. They softened defensive barriers in order to create an atmosphere of trust. They prepared

them to see their practices calmly and analytically. [see 6.3]. 'Daily counselling and advice by the researcher were the most significant and decisive factors for changes in trainees' behaviours', says [02]. [see 7.2]. During the training process, trainees were encouraged to reflect on their practices and develop self esteem. Freeman citing works by Rogers (1951) and Curran's concept of 'self-agency' (1978) thinks that the type of intervention should: "Allow the student teacher to sort through the practice teaching experience without interference or direction from the educator, to find individual solutions; and allow the educator to participate in this process and to contribute from knowledge and experience without directing the student teacher to specific conclusions or courses of action." [1990: 112].

The practicum showed that recognising the trainee for what he/she is results in creating a relationship of trust that enable him/her to release some hidden problems and beliefs that hinder the process of learning to teach. The case of [03] can be taken as an example. The trainee had a totally negative attitude to the language. He found it difficult to overcome the problem till the first half of the project. He reflected that he had positive attitude towards English when he was in the high school, but started to hate it as he joined the department. His reason seems that he did not find the department to be up to his expectation. In the peer teaching, he was observed showing tension, anxiety and frustration. He had problem at home that pre occupied his mind. The problem was serious enough to frustrate him--it was a family problem. It was necessary to tolerate him despite some visible awkwardness in his behaviour. The attempt made by the researcher to have friendly and supportive attitude towards the candidate helped him to develop sense of trust in people. He started realising the need to discuss even personal problems with the researcher. [see appendix VI for some exerpts taken from the diary of 03 and how 02 reacted to the peer teaching of 03]. The reflections he made in his diaries show the contrasting feelings he had at the beginning and end of the project. He was able to participate effectively and show a sense of responsibility.

6.4.2 The Process of Learning to Teach: Building Self Confidence

The reflections made by trainees themselves, peers and the tutor shortened the period of shock and frustration revealed in the initial stage of teaching practice. [see 7.2]. Burke [1987: 14] says, "The opportunity to learn from others as well as to be self instructed is always a potential in an individual." He adds, "Success in the enterprise of teaching is a legitimate personal and professional goal. Success is learning and doing. Thus, the individual teacher-learner must find the opportunities for learning both as individual and as a member of the group." [*ibid.*, 14]. As trainees' passed the shocking experience, they were able to recover and embark on the process of learning to teach by exploring ways of implementing their lesson intentions. [see Appendix VI]. The development of self confidence was paralleled by the need to reflect critically with some degree of precision. [see Arends, 1991, Ch 15].

6.4.2.1 The Process of Recovery

Reflections on subsequent peer teachings indicated that trainees were gradually developing self confidence in their endeavours of learning to teach. This is realised in trainees' supportive evaluation of lessons given by friends, 'self esteem' or 'teacher efficacy' and critical reflections of practices observed and performed. The training methodology fostered the feeling of the sense of security in the relationships realised in the process. One participant reflects, 'My own presentation improved. I used less metalanguage and more of student centred activities. My group members did well and have also made progress. All participants have shown progress when compared with those students taking the regular courses'. Burke [1987:119] says:

> "Individuals desire security in their personal lives as well as their professional activities. Security usually is acquired through people, not through individual effort alone. Just as self-esteem is dependent upon reference so security is acquired through the efforts of others or the reassurances of others in the profession. It may be monetary or the goodwill that can be generated among colleagues. Rewards are based on the judgements of others. The individual can supply meritorious data that can help in the judgements regarding rewards but the reward decision is made by someone else. Certainly, the more interaction that

> can occur between the individual teacher and those others who are making the judgements, the more it will facilitate a good and favourable decision for the teacher involved."

The practicum was able to give trainees the opportunity to compare teaching practices and locate their positions. "Self esteem can not be experienced when walking alone. It requires referents as the basis for comparing. There are few established norms for judging the quality of teaching but there are many ways of comparing the effectiveness of one method or of one person with one group of students as opposed to others can occur in the same school." [*ibid.*, 119].

The reflections also suggested the development of 'Teacher efficacy' in trainees. This is a positive development in teachers' perceptions of themselves for it indicates the feeling that they have a role to play that they can do. The following reflections suggest 'teacher efficacy': 'Today we had peer teaching. Some of my friends presented their lessons, too. Class participation was stressed. The lesson activities were contextualized. I believe that students can learn language if they are taught in these ways'. 'This time I did not feel fear as I did in my first peer teaching. I presented my lesson with confidence. I tried to reduce my metalanguage and also attempted to engage the students in classroom activities'.

6.4.2.2 Trainees' Perceptions of the Researcher and the Resources Used

In the process of creating an atmosphere of trust and learning, the role of the teacher trainer is critical. In working with people, the personality role is very important. Moreover, to speak of any methodology is easy. But, the true methodology used by an individual in achieving a certain objective is reflected in his/her practical dealings with the trainees. In this project the researcher participated as a teacher trainer. Although the training process was to do research, it is difficult to experiment with people, not only from the ethical but also from the practical point of view. No power on earth can control the human mind, unless it willingly lends itself to co-operate. This needs

appreciating and showing concern for the issue in focus. Human beings unlike other animals or man made machines have behaviours that are very complex to understand. How successful is one in dealing with people, the researcher believes, depends on how much one can carefully assess and understand human behaviours and is able to take appropriate and timely decisions. Trainees reflected that the role of the researcher was primarily that of facilitating and managing the training activities. They think that the advice and encouragement they received from the trainer motivated them to follow the project with interest although it was a non credit work. The exposition they got from the project activities [see Appendices II and III] helped them to learn new strategies and tactics of doing and understanding teaching. The fact that they were given the opportunity to directly experience teaching and learn to improve one's teaching through reflection and observation helped each one of them to take risk and learn from their practices and experiences. One trainee remarks: 'the researcher put us in a swimming pool to see if we can learn to swim . We have to do it to save our lives. This made us ready to take risk, listen attentively, read carefully and use our own ways to solve problems'. Talking about the positive role of English in the development of the nation also motivated trainees to develop positive attitude to the langauge: 'he convinced us that teaching English is good', reflects one trainee. When a trainer generally assumes the role of the participant rather than that of an authority, he /she can help trainees to willingly take the responsibility of learning. Trainees also feel confidence and commitment when they see their trainer trying his best to facilitate the process of learning to teach. They reflected that the trainer 'made great effort in organising the sessions and handled them with patience, video recorded teaching activities for reflection and discussion which convinced us that the improvement of teaching depends on teachers.' The reflections show that the trainees perceived the researcher as a collaborator and facilitator, not as a threat. What is significantly suggested in trainees reflections about the trainer is that teacher trainers have to be aware that when they are positively perceived by their trainees they can effectively accomplish their objectives. The use of grade as a weapon to win trainees loyalty endangers the training process. In this project trainees were not graded but they were helped to develop as English language teachers. [see 6.5 and Ch VII on the activities of the researcher as a trainer].

The use of resources in harmony with the underpinning methodological principles enhanced attitudinal and behavioural changes in trainees. The use of video and TV monitor was a new experience in training teachers in Ethiopia. Trainees found the experience exciting and educationally effective. 'Watching one's teaching on TV and being able to see your shortcomings is an exciting experience. Self evaluation helped me to strengthen my strong points and to correct the weak ones. *The research programme made me research into myself, made me look into myself* ', reflects one participant. 'The video play back on recorded teaching practices was helpful in the training of teachers; all the participants were able to see their weak and strong points as the result of the video play back and reflections on the behaviours observed', reflects another participant. The type of feed back given after teaching practice with the help of video play back was felt to be educative. A participant reflects, 'The use of descriptive feedback is objective and facilitates the training of teachers : I think if we develop this kind (descriptive) of objective way of giving comments, it is helpful to develop English language teaching and to produce effective teachers'. [see Appendix VIII, Project evaluation 8.1 and 8.2].

The reflections show how the pre lesson and post lesson activities helped trainees to learn to teach. [see Appendices II, 2.3 and 2.4 & III, 3.1 to 3.6]. What Bartlett [1990] calls "Teacher development through reflective teaching" has been realised in the project. Trainees reflected critical thinking of action necessary to get access to the knowledge base of teaching. This promoted learning to teach along the path of increasing returns. [see Figure 4]. One of the participants reflects in his diary how this process took place as follows:

> 'We discussed some practices of learning writing skills. We selected and agreed on those that promote the learning of the language: taking notes, paraphrasing, and summarising. The discussions helped me to teach writing in my peer lesson and found them to be appropriate and practical. I learned to prepare writing activities which was a new experience to me. For example, in my peer teaching I made my lesson student centred. I spoke little and students read silently. They answered questions and used the language freely and willingly.'

Similarly another participant writes:

> 'We discussed in my group how to make our lessons effective. The aim was to teach students to make use of context in language learning. My friends presented their peer teaching as discussed in our group. The order of presentation was to make students (a) reflect on the title of the text; (b) use contextual clues to guess at the meanings of words underlined; (c) use the learned words to complete another text with blank spaces; (d) reflect their learning experience. *We implemented what we decided to do and enjoyed the lessons we presented ....And we felt that we can prepare better lessons in the future*' .... I learned that my friends who did their peer teaching practices after me performed better. They were able to control their emotions. I think they learned many things from the previous peer teaching.... '

6.4.2.3 The Leap: Restructuring of Knowledge of Teaching

As trainees got more experience in learning to teach their abilities to reflect on the knowledge of teaching increased qualitatively and quantitatively. This process is described as the leap in the restructuring of knowledge of teaching. It is featured by trainees ability to critically review their practices and perceive teaching procedures and techniques that are in use in the profession.

The reflections show that trainees' access to the professional knowledge was facilitated. Trainees critically reflected on the knowledge of teaching a foreign language. The knowledge reflected in this process can be classified in terms of declarative and procedural knowledge. "Declarative knowledge is knowledge about something or knowledge that something is the case. Procedural knowledge is knowledge about how to do something." [Arends, 1991; 249]. The purposes and objectives of language teaching can be classified as the declarative knowledge of teaching. Trainees reflected that their 'declarative' knowledge of the profession was steadily growing. The reflections under this category could be further classified into two subcategorise: purposes of teaching (i) language and (ii) the skills. The purpose of language teaching has been wrongly perceived in Ethiopia. It was assumed to be basically the teaching of grammar as an end in its own. [see 5.2.7]. Trainees were able to reconstruct their perceptions of language teaching. They realised that the true knowledge in language lies

in learners ability to use it for their communicative purposes. They reflected that English language should be taught to meet this purpose. One of the participants reflects, 'I used to believe that the teaching of reading was for the teaching of words whose meaning should be learned from a dictionary. I have learned that the purpose of reading is comprehension.' [see Appendix VI].

Trainees' perceptions of the 'procedural knowledge' of teaching also increased qualitatively and quantitatively. Some of the outstanding features of language teaching that trainees reflected are tabulated below. [see Table 6.3].

Table 6.3 : Procedural Knowledge of Teaching EFL

Frequency among trainees	Teaching language and the skills
In all trainees	use of contextual clues to teach words
In all trainees	lecturing and reading a text to teach listening skills
In most trainees	Use of dialogue to teach grammar and speaking
In all trainees	Use of silent reading, interpreting texts to teach reading
In some trainees	Use of dialogue, reading aloud and minimal pairs to teach pronunciation
In all trainees	Use of multiple choice, fill in the blank space to teach vocabulary, to check reading and listening comprehension
In all trainees	Selecting and developing materials to teach vocabulary, grammar, pronunciation, listening, reading and writing
In all trainees	Use of paragraph completion, discourse markers to teach writing
In some trainees	Use of body language to elicit verbal response
In some trainees	Use of pictures to teach grammar and listening comprehension

They reflected that the use of contextual clues is an effective technique in the teaching of English vocabulary [see 4.2.1 and 5.2.1]. The teaching practices they made strengthened their beliefs of learning vocabulary. The preferences and agreement showed in all trainees in the cross sectional and longitudinal studies to this item have been reflected to have been caused by their practical learning experience. The mismatch speculated to exist between learning and teaching in the practices of working teachers has been resolved in

favour of learning. Trainees were able to transfer their learning experience to guide their teaching activities. [see discussions in 4.2.1 and 5.2.1].

The use of lecturing and reading texts to teach listening has been also focused on and practised by trainees. [see Appendix VI for examples of listening texts]. This practice also reflects the learning experience of students that they get from listening to lectures and instructions given by other subject instructors. This strategy does exploit learners experience. It helps them to make use of the skill. It is also easily applicable in the classrooms which are completely unsuitable for the use of tape recorders.

The use of dialogue in the teaching of speaking, grammar and pronunciation has been very much preferred in the reflections and practices of trainees. [see Table 6.3, on previous page]. The purpose is to contxtualise the teaching of English. This technique is hardly used in the teaching of English in the schools. In the project discussion and group work were stressed. [see Appendices II and III, tasks and activities]. What is significant is that trainees were able to get access to this knowledge as the result of practical experience. They used it in their teaching practices and found it to be an effective technique of teaching language. One of the participants reflects, 'We were exposed to some practical activities like reading aloud, doing minimal pairs. In general it was about how to differentiate vowel sounds especially those with common sound features....In the teaching of pronunciation, I think first students should practice pronouncing words correctly through controlled practice. Then they should try to express themselves in the form of dialogue'.

The use of tasks such as multiple choice, true/false/ wh questions, fill-in the blank space, sentence and paragraph completion were used as learning tasks in the teaching of grammar, vocabulary, reading, listening and writing. These activities have long been in use in the teaching of English. Similar activities are also used in English for New Ethiopia. Trainees, however, were able to use them more meaningfully in relation to their lesson plans. One trainee reflects, 'I have realised that I should plan my lesson carefully. For example, the wh - questions I used were inappropriate for grade

nine students. I should have used easy tasks and then gradually moved to the more difficult ones: True/False questions, multiple choice, fill-in the blank spaces and finally wh questions'. Another participant says, 'I have also learned that multiple choice and true/false questions can be used to check comprehension. The use of 'wh' questions may be difficult for grade nine students'. [see Appendix VI, lesson activities of trainees used at Yekatit Comprehensive Secondary School and also see Appendix III for tasks adapted from English for New Ethiopia].

The fact that trainees were able to select and develop materials for their lesson activities boosted their confidence as teachers of English. These trainees followed the present text books in the schools when they were high school students. They have realised that they should supplement them with other materials if they are to be effective in their practices. In the project trainees were encouraged to develop this skill. [see appendices II and III, tasks and activities]. Emphasis was put on trainees abilities to plan, design and implement their lesson intentions. Although trainees had difficulties in writing and selecting teaching materials at the beginning of the project, they gradually learned to produce lesson tasks in relation to lesson aims. The experience gave them access to this professional knowledge. They think that they can incorporate lesson activities to the text books, English for new Ethiopia, prepared by the Curriculum Division of the Ministry of Education. The following reflections can exemplify the process observed: *overcoming problems of power relation* -- 'I am convinced that there are still ways of implementing our ideas without offending people at the top'; ***focusing on learners' behaviours*** -- 'The weakness of teachers especially in the secondary schools is that teachers aim at covering the syllabus portions without taking care of the activity of students'; *reducing teacher talk* -- 'From the project I have learned that the use of visual aids can promote creativity thereby reducing teacher's metalanguage. Students can learn to read diagrams, maps, and the like'; *promoting visualisation and concretization* -- 'I think one technique which may help students to see develop listening skills is to use pictures to show the sequence of events. This contextualizes the

listening skills exercised and students can follow the main ideas explained in the activity'.

The teaching of reading for comprehension especially the use of silent reading is rarely practised as a teaching technique. This does not mean that students do not have the experience of silent reading for comprehension. In fact, students use a lot of silent reading to do their homework, prepare for examinations and so on. But in class they are not taught this technique. Reading is done normally by the teacher predominantly for the purpose of teaching vocabulary and grammar. [see English for New Ethiopia]. This skill has been reflected and brought to the awareness of trainees. They practised the use of silent reading in their peer teaching. They found it an appropriate practice for teaching reading comprehension. This also resolves the misconception teachers reflected about the purpose of teaching reading. [see 4.2.4].

The practicum convinced trainees that group work can be implemented in large classes. The common reason give by teachers of English for teaching grammatical structures is that class size is un manageable to use task based participatory teaching. However, this reason is losing acceptance nowadays. [see Allwright, 1989]. Trainees also realised after conducting teaching practice at Yekatit comprehensive secondary school that group work can be used in the schools. They found it to be an effective technique of teaching English. 'Group work is a language teaching technique that every prospective teacher should learn to use. The third teacher organised group work. This led to participation of the students', says [05]. 'I personally gained a lot from group work. Students raised very good questions, gave constructive suggestions in the group work. I saw every body developing eagerness to learn from friends', reflects [07].

The need to focus on integrating the skills was stressed in trainees' reflections. This practice is hardly used in the teaching of English in Ethiopian schools. The reflections and practices helped trainees to be aware of this knowledge and its relevance in the teaching of English. [08] reflects,

> 'Teachers must be able to teach by integrating the skills. Teaching English through the use of grammar analysis does not help much.

> Learning language through grammar analysis is very difficult, even for the teacher let alone for the students. The presentation of [09] was complicated because he used the grammatical analysis method of teaching sentences. He could not identify the direct and indirect objects in the sentence he wrote on the blackboard. On the other hand, [02] used a dialogue method to teach pronunciation and it was easy to follow. Some grammatical forms used in the dialogue became easy to learn.'

Trainees reflected that they were able to learn the effect of body language on language teaching. The use of Fanselow's categories in understanding classroom communication facilitated trainees accessibility to this of knowledge of teaching. 'The language teacher must be able to communicate not only verbally but also through body language i.e., gesture, eye contact and others such as pictures', says [01]. 'When a teacher teaches he should not uproot his eyes from his students ....[12] did not look at students and check whether students were following her or not...[11]'s facial expression was gloomy; students showed little interest in the lesson. Thus, a teacher should show a happy face such as a smiling face to win learners attention', observes [10].

Trainees realised being economic and using clear and simple classroom language promotes effective teaching. [see 5.4.1]. The reflections helped trainees to edit teacher talk. [see 7.7]. The following reflections can exemplify the observation: *reflecting on one's weak points* -- 'There were some short comings in my lesson: not using visual aids, elements of shyness, more explanation, less time for students' activities'; 'My fault in this lesson was my attempt of explaining everything. I have learned that I do not need to make detailed explanation--more explanation than necessary makes a lesson boring'; *being 'articulate'* -- 'From the peer teaching I learnt that the teacher has to speak clearly. Unless he does so, it will be difficult for him to teach and to be understood in a large class'; *engaging students in learning tasks* -- 'During the peer teaching, another thing I learned was that most classroom activities must be done by students. Teachers need to be careful from performing the activities themselves, particularly they should not to talk too much and take the class time'. 'A

teacher must allocate time to check whether students are extracting information, enjoying the class activity, or are needing further practice'.

Learning to teach through description and reflection of classroom events helped trainees to get access to the process of self realisation. This in turn facilitated critical reflection and self esteem which enhanced the process of professionalism. [see 2.2.3]. The following reflection taken from [09] can exemplify the process: 'In my practice teaching at Yekatit 12 Comprehensive Secondary school, I was able to overcome shyness, emotional stress and bad attitude towards teaching. The questions I elicited and the responses I received from students made my lesson interesting and enjoyable. From this time onwards I have no quarrel with my mind for being a teacher. It is now clear for me that it is not the type of job that makes a person pleased, but the interest he has in the job.' Another example that can be cited in connection to this is the reflection taken from [11]

> 'When I was assigned to do teaching practice at Yekatit, I expected to make miracle by making students follow my lesson easily. The students, however, did not respond to the pre lesson elicits I made. Because I was aware that a teacher must be able to cope with any problem in the classroom, I did not panic....I moved to the next activity. I learnt that I should have made my elicits simple enough. It became clear to me that it is by actually encountering a problem that true learning can be realised. The feedback I got from my friends helped me to look for better ways of teaching to make my lesson interesting'.

The trainees also reflected professional stability. Promoting participatory teaching by focusing on language use has become the guiding principle in trainees' practices of language teaching. [see 5.2 & 7.4]. The following reflections support the observation made: *promoting negotiation* --'What impressed me more was that the best way to reach to an agreement on ideas which are controversial is conducting group discussion'; 'Through the process of discussion students can develop communicative skills'; *setting realistic objectives* -- 'I used to believe that students learning a foreign language must be able to achieve near native speaking, but I have realised that this is not achievable. The aim of foreign language teaching should be communication and a teacher should appreciate if students can communicate intelligibly'; *facilitating a healthy*

social climate for learning language through use -- 'Discussions must be held under a free and relaxed manner to develop good relationship between the teacher and students as well as among students themselves'. 'Predicting students' difficulties is an essential behaviour of good teachers'. 'Taking appropriate decision duly: teaching language in a context, using group work, using problem solving activities to promote meaningful learning'. These are some of the trainees' thinking reflecting the process that lead to teacher effectiveness and professional development.

What is reflected through out this section is that the process of undergoing attitudinal and behavioural changes to promote professional competence is an arduous struggle. The use of practice and reflection demands skilful management. However, once trainees leap into the process of critical evaluation of their practices, the responsibility is left to them. The trainer has to withdraw by diluting his/her roles skilfully and modestly. [see 7.6].

The reflections in this section revealed that trainees are committed to the teaching of English as communication. They are ready to use and exploit the techniques and procedures of teaching language as communication. This strong sense of purpose and direction or awareness of achieving of one's professional requirement was not observed in the teachers (both practising and trainees) included in the cross sectional study. [see Ch. IV]. The existence of high level of variability demonstrated the lack of reasoned and adequate practical skills in teaching as well as in learning the language. However, the attempt made in the longitudinal study showed that this problem can be defeated. [see 5.7 & 7.9].

6.5 A Brief Summary of the Process

In section one trainees' reflection on effective teaching demonstrated that they are able to reflect on what makes a teaching effective or not. This supports the belief that trainees come to the training programme with beliefs, conceptions and expectations about teaching. Moreover, the reflections indicated that effective teachers have

knowledge broad enough to understand learners behaviour in addition to the subject matter they teach .

The reflections focused on the need to deal with affective behaviours of students to make teaching effective. They have also given due attention to the cognitive behaviours as basic elements of competencies in the teaching of EFL. The descriptions primarily reflect the need to create an atmosphere of trust between teachers and learners to facilitate cognitive behaviours to come into active play. This responsibility is the main task of the teacher or the teacher trainer. Facilitation of learning seems to be governed by the ability of the teacher to meet this responsibility. The descriptions have also indicated that the ability to create a trusting relationship in the classroom is a function of self confidence as an individual and as a member of a community in meeting expected roles and responsibilities.

Reflections in section two indicate that trainees seem to experience stress and anxiety during the training programme. Trainees expressed lack of confidence in their practice teaching as the project resumed. The causes of this have been reflected to be lack of adequate knowledge in the subject matter and experience to speak in front of people.

But, a close examination of trainees description of effective teaching and the effective teacher show that the gap between trainees' perception of what the effective teacher of English should be and what they actually are seems to be the underlying cause of the dilemma. In other words, the realities in trainees in their command of the subject matter and ability to teach on the one hand, and their perceptions of what a teacher of English should be on the other, are far apart.

The wrongly perceived notion that a teacher of a foreign language must have near native speaker competence as a user of the language and the fact that this is practically not achievable, for a teacher who has grown up in a different culture, seems to be one of the basic factors for causing stress and anxiety. This issue was raised in

different forms during the project sessions. It also appeared in different instances in trainees' diaries .

After reading the descriptions on effective teaching, the researcher also realised that trainees' perceptions of the concept of effective teaching and its corollary the effective teacher has been very much influenced by the literature on education. They looked to believe that a teacher has to be a 'refined and perfect product'. It is not difficult to anticipate the effect of this on the personality of a teacher when he/she discovers the wide gap between what he/she believes and aspires to be, on the one hand, and what he/she is, on the other. The researcher thinks that the realisation of this gap and tactfully managing the process to bridge it is the responsibility of the trainer. The project experience has indicated that this aspect of teacher training is one of the corner stones in the process. This also makes training teachers to teach a foreign language a difficult and complicated process. John Norrish, in his article "Mind the Gap' [mimeographed] reflects on what he observed about the effect of changing educational situations on teachers and the need to train them in such away that could be able to cope with educational developments and changing circumstances. He says:

> "[...] teachers suddenly find themselves in different situations either in different schools or countries new to them, or brought by change in educational policy. Changes inevitably occur in education while teachers are in, so to speak, mid flow. How they learn to cope with this will depend on many factors-and British teachers nowadays have to do this with increasing frequency. I shall suggest that an element of preparation for this should form a part of any 'teacher training' course, whether pre or in-service." [*Ibid.*, Introduction].

The researcher believes that if the teacher training methodology in use does not help trainees to explore this in the initial training programme what may happen is that some teachers may not realise it at all. Consequently, failure in teaching will be attributed to students weakness, class size and others, the Ethiopian experience being an outstanding example. And if some happen to understand the gap, when they start

working in schools, they are likely to find ways and reasons to abandon the profession, the Ethiopian experience being a good example again.

The project was able to reflect this hidden behaviour of trainees. The researcher found it necessary to design a strategy that mentally prepares trainees to be ready to explore the gap and withstand the traumatic experience it generates, how temporary it may be. For this purpose the project tried to make trainees aware of the following controversial issues in TEFL, by taking crystal clear position. The teacher of any foreign language: (i) is a learner of that language and native or near native competence should not be of serious concern to trainees; (ii) has to use every available resource in the teaching of the language including students with better command of the language; (iii) should explore procedures and techniques that enable him/her to use every available resource; (iv) should recognise and acknowledge the contributions made by any one to the teaching and learning process including learners; (v) must be open enough to accept criticism and learn from it -- learning as a continuous process of inquiry and improvement; (vi) should be ready to learn from his colleagues or peers.

This thinking has been indirectly injected to the trainees to break communication barriers that may be caused by unfulfilled expectations. It created a relationship of trust between the trainees and the researcher who played the role of a trainer, too or in the technical sense 'the researcher as a participant'. It helped to lower anxiety and introversion in trainees and promoted openness and extroversion. They openly reflected on their English language learning experiences, beliefs and conceptions of teaching EFL, feelings and attitude to the subject and the profession, experience of doing the selected tasks on language learning activities included under each section of the materials used in the project [see Appendix II and III, vol., II], lesson plans and activities during the practicum, experiences in performing teaching, experiences in giving feedback to their peers and understandings of the problem of ELT in Ethiopia and the status of the Ethiopian teacher of English.

Trainees felt that they were able to change in attitude and behaviour favourable for professional development. After observing real classroom teaching at Yekatit Comprehensive Secondary School along with his group members, [03] felt that he was able to perceive classroom reality with a better perspective. He reflects: 'It brought a new thing to my mind. Until this day, I didn't know how far I thought about teaching method and the problems raised by John Atkins and in the project work. Practice speaks louder than words. Seeing is believing. Yes, today's practical observation in the real class helped me to understand better the school reality'.

The totality of this learning experience enabled trainees to concretise the realisation that teaching must be mediated by learning if it is to be effective. The fact that they were able to reflect on their learning experiences enabled them to visualise and explore the purpose of teaching in terms of learners' behavioural changes. They became aware of the use of appropriate language teaching procedures and techniques to implement lesson aims and purposes and the status and role of the subject matter and the purpose of teaching it. The process realised in this project was, all in all, *learning to teach through genuine practical experience as guided by pre and post practice reflections; and that is why it has been called a learning centred approach .*

The analysis made in this chapter, as noted in the introductory section, has been based on the reflections given by trainees. Every attempt has been made to limit all discussions to the data collected from the diaries and project evaluations. The belief that reflective practicum can bring about desirable behavioural and attitudinal changes has been supported in this study. The trainees have reflected awareness of teaching the language and the profession. The notion that educational knowledge develops from practice has been demonstrated. In the chapter that follows an attempt will be made to examine the teaching practices done by trainees during the project season as described by the researcher with the help of video recording. There will be more reflections on the process of performing teaching, particularly on the psychological features observed in trainees in their endeavour of learning to teach.

CHAPTER SEVEN

THE PRACTICUM: ANALYSIS OF OBSERVATIONS, DESCRIPTIONS AND EVALUATIONS OF TRAINEES' TEACHING PRACTICE

7.1 Introductory Note

In Chapter VI an attempt has been made to explain the process from the reflections given by trainees. This chapter will be looking exclusively at the teaching practices made by trainees during the project season. It examines what happened in the practicum: what behavioural changes were observed, and describes the process by reflecting on how the project succeeded in helping trainees to implement their lesson intentions. The analysis is based on the observations, descriptions and evaluations of eighty video recorded teaching practices (69 peer teaching and 11 real class teaching practices). [see Appendix VII, vol. II]. Peer teaching of each trainee was spaced between ten to fifteen days, except during the semester break that lasted for three weeks. In other words the gap between each and subsequent teaching practice of each trainee was about two weeks. The process followed of collecting qualitative data goes in line of Day's [1990: 44] understanding of ethnography of a second language classroom:

> "In general the goal of a qualitative approach is to provide rich, descriptive data about what happens in the second language classroom. An ethnography of a second language classroom attempts to capture the essence or spirit of what was going on during the observer's presence and is especially useful when the observer wants to capture a broad picture of a lesson rather than focus on a particular aspect."

The data collected and observations made revealed the existence of critical stages determining the process. The researcher has classified these stages into five categories of professional development: (1) The Traumatic Stage; (2) The Calming Stage; (3) The Consolidatory Stage; (4)The Transitional stage; and (5) The Exploratory

Stage. The observations made show that the affective behaviours of trainees influence the first two stages while the cognitive behaviours influence the last three. Nevertheless, both affective and cognitive behaviours continue to interact throughout the practicum sometimes in conflict and other times in harmony. This process was also reflected by trainees. [see Ch. VI, 6.4]. The frequent interplay between the affective and the cognitive behaviours of trainees manifested in the process of teaching practice makes teacher training a complex and demanding process to manage. The skilful management of this process determines the outcome, and this was felt to be dependent on the teacher trainer. [see 6.5 and 7.7].

The organisation of this chapter reflects the process. It is divided into six sections. The first five sections are descriptions of the stages realised characterising the practicum. The fifth section focuses particularly on the transition from peer to real classroom teaching and the last one is a brief summary and conclusion. [Time allocated for the peer teaching was between five to ten minutes: see for video recorded time in Appendix VII, vol. II, turn refers to elicits, replies, nominations and follow ups]. Categorisation of affective and cognitive behaviours is made to make descriptions of what has been observed in the practicum clear. Affective behaviours have been observed to constitute two sub categories: *supportive* and *reactive*. Supportive behaviours are those behaviours that have been observed to facilitate learning. Reactive behaviours are those behaviours that trainees manifested by the urge of survival. They tend to hamper class room communication and learning. Cognitive behaviours have also been observed to constitute two sub categories: *complex* and *simple*. Both terms refer to the language of instruction of a teacher and the tasks used to achieve lesson objectives. The term *complex* refers to the following classroom events: The language of a teacher could be complicated and difficult to understand. A teacher may use so many activities in a short time making things difficult for students. A teacher may use tasks beyond the comprehension of students. The term *simple* is used to reflect the use of clear classroom language or instruction: clearly described and meaningful tasks that

promote thinking and participation ; specifying lesson objective(s) and use of sensibly timed and reasoned activities to meet lesson objective(s). Although there is no precise scale of measuring these categories, the researcher has used these terms to reflect on the lessons given by trainees.

In the practicum, it was observed that the affective behaviours that trainees reflected in the teaching practice determined the ability to manage a class; and the cognitive behaviours determined the ability of identification of lesson objective(s) and the selection, sequencing, timing and presentation of lesson activities and use of techniques and procedures of teaching to achieve lesson objectives. Nevertheless, both behaviours are observed to be two faces of the same coin. The alignment of supportive affective and concrete teaching behaviours facilitates learning. On the other hand, the alignment of reactive affective and abstract cognitive behaviours of teaching hampers learning. [see Brown, 1980; Krashen, 1980; Hutchinson and Waters, 1987].

7.2 Peer teaching (Micro Teaching)

The teaching practice focused on peer micro teaching. Allen and Ryan [1969: 1--2, cited in Cripwell and Geddes, eds.] say: "Micro teaching provides teachers with practice setting for instruction in which the normal complexities of the classroom are reduced and in which the teacher receives a great deal of feedback on his performance." Gebhard and others [1990: 17] think:

> " If a real teaching context is not possible, one established way to provide classroom teaching experience is to use micro teaching in which the student teachers themselves act as foreign language students. Since the student teachers are most likely invested in the language being taught, they can teach each other something that is beyond their present ability in using the target language. In this way the micro teaching experience becomes a 'real' as opposed to a 'simulated' experience."

The type of peer teaching used in this project as was noted in the review of literature and research design is exploratory peer teaching. According to Carver and Wallace [see Cripwell and Geddes, eds., p. 7] there are five models used in micro teaching: classical skills-analysis micro-teaching, problem-centred micro-teaching, exploratory

micro- teaching, demonstration micro-teaching and non- participant micro-teaching. In the classical skills analysis micro-teaching, "the behaviour required of the micro teacher is specified before hand. An area of subject-oriented teaching behaviour is broken down into skills. This are discussed with the micro teachers and then practices of the skills is given by asking the micro teachers to perform prescribed tasks." [*ibid.*]. This is the typical top down educational process of training teachers. It does not recognise what trainees bring into the training programme.

The problem- centred micro teaching is different from the classical skills analysis in one feature 'that skills analysis is arrived at during feedback on the micro teaching'. [*ibid.*, 9]. The limitation of this model is that the problem to be tackled is made in such away that it can occur as the micro teacher practices teaching. "The teacher may be warned that the problem is going to occur but will not know when or in what form. Feedback focuses on how the problem was dealt with and may advise on alternative procedures.' [*ibid.*]. This model of micro teaching, therefore, remains prescriptive and educationally a top down process, too.

The exploratory micro teaching unlike the other two discussed is 'more loosely structured', 'longer' about 12 to 15 minutes and 'the discussions that follow may cover a wide variety of pedagogic problems'. [*ibid.*]. This model reduces the artificiality of micro teaching, for it is closer to 'the real thing'. Thus, exploratory micro teaching was used in the project. It promoted an interactive process of teacher training where the trainees and the trainer shared their experiences and reflected on their observations. [see 2.3].

The demonstration micro teaching which is ' a variation' of the classical skills-analysis micro teaching was not used, for it implies that good teaching is the teaching demonstrated by the trainer. This may not be the case. The non-participant micro teaching 'envisages the viewing and discussion of videotapes of other teachers doing micro lessons, or samples from real lessons'. This was not used for it does not promote practice. Reflection without practice can lead to judgmental attitude towards education and more than this it does not bridge the gap between theory and practice.

The use of exploratory micro teaching reflected the five critical stages of teaching practice that trainees undergo in the process of learning to teach, if a reflective practice focused teacher training methodology is implemented. The basic characteristics of these stages are described and reflected. Their implications to EFL teacher training are discussed.

7.3 The Traumatic Stage of Teaching Practice

This was manifested in the initial stage of peer teaching. It was featured by anxiety, fear and lack of confidence. The behaviours observed which are of significant value to teacher training are described and discussed below.

7.3.1 Negative Teaching Behaviours Observed

The initial teaching practices were totally left to the trainees in deciding what to do in presenting their peer teaching. They were characterised, however, by trainees undergoing traumatic experiences. The magnitude of this experience differed from individual to individual, however. The problems were realised in trainees' inability to (1) speak out what they have to say, (2) manage classes and (3) use the blackboard. [see Table 7.1, below].

Table 7.1: Negative Teaching Behaviours Observed

Frequency	Classroom language	Use of Blackboard	Class Management
Almost in all trainees	complex, not clear	writing every word	avoiding eye contact
In most trainees	reading notes only	not using black board	not checking learning
In some trainees	use of meta language	wrong spelling of words	shyness and withdrawing

This stage was dominated by the over use of the reactive behaviour of trainees, particularly those who did the first set of peer teaching practices. Trainees manifested visible feelings of anxiety and stress. Presentations, explanations and instructions given

were abstract. Lesson activities used and tasks set were complicated. Let alone manage the class, some trainees lost a sense of personal direction and location.

Trainees undergoing experience of trauma had difficulties in expressing themselves, using the blackboard and managing class activities. [see Table 7.1, On previous page]. The use of abrupt and fast classroom language was caused by the fear and anxiety trainees had in expressing themselves and getting understood by their friends. The lack of confidence to use the language that student teachers are trained to teach is a serious problem. [see 6.4.1 trainees' reflections on this issue].

The observations reflected above are demonstrated in the following micro teaching practices of trainees: *complex classroom language (abstract)* --[11] was observed speaking abruptly and reactively in the first peer teaching on the use of punctuation, focusing on semicolon and colon. In one instance, he pointed at one of his peers and said, 'You! What is the time now?' The student looked confused. His explanation on the use of semicolon between independent clauses and the use of colon to separate the hour from the minutes was vague and too complex to follow. [08] could not express what he wanted to say. His language became incomprehensible, his emotional stress visible and his speech very fast. His lesson structuring, sketching of the pictures on blackboard of three ladies with different ages and sizes and having different amounts of money were complicated. He remarked in his diary about the first teaching practice was negative. He felt that teaching is so difficult that he would not like to be a teacher. The peer teaching of [02] on vocabulary using the dialogue method looked haphazard. His lesson structuring was repetitive, the dialogue he created between a customer and shop keeper was vague in intent and looked superficial; the words he wrote and elicited on were arbitrarily selected. They were not taken from the dialogue. [12] looked shy and frightened to speak in English to the peer group during her teaching on the use of pronouns. She tried to hide her face either by looking towards the blackboard or the table from where she read notes. [07] had difficulties in producing intelligible words. [05] was showing fear and anxiety and his voice was extremely weak. [03] was nervous and spoke rapidly with a heavy accent. His

repeated the same elicits again and again.[04], [09], and [11] wrote every word said on blackboard. [06] and [08] spent most of the time drawing sketches and their hands were seen shaking, [01], [09] and [12] spelling words wrongly and panicked. [see Appendix VII, 7.1, vol. II].

Trainees looked detached from the students they were teaching. The following features characterised poor classroom management; avoiding eye contact by looking towards the blackboard or towards the floor or table in front, or reading prepared notes most of the class time. [see Table 7.1]. One of the three basics in teaching is performing the role of the executive. [see 6.3.2.1]. This was not reflected. Some talked excessively, but not negotiating with students, and looked as if they were listening to themselves. The language was too complex, and the speech to fast to manage learning. [02] lectured and dramatised, but there was no clarity in the lesson he presented. [08] was speaking by reacting to the strange looking faces of his peers and looked not to understand why they were showing surprise. The interactive role of the teacher was not demonstrated.[see Arends, 1991].

Trainees reflected wrong conceptions of teaching. This was visible in the teaching of reading, particularly the mixing up of the purposes of silent reading and reading aloud. This conception looked so instilled in their minds that it was very difficult to correct it. It manifested in one form or the other through out most of the practicum. The following descriptions can exemplify the observation made: [13] used reading aloud to teach reading comprehension. She passed a reading text to students, asked them to read aloud by taking each a section, then she read the text aloud, elicited and checked comprehension.

Reading aloud seems to be taken as a technique of teaching reading for comprehension in the Ethiopian schools. Although the reader may comprehend what he/she reads aloud, it is not efficient. The problem becomes serious when learners develop a belief or attitude that they should read aloud in order to comprehend something. This problem is observed in a number of readers who are seen mouthing words, a common practice among Ethiopian students and all inefficient readers of first

language. In the teaching of listening, reading a listening text slowly seemed to detach students from the lesson. It slowed comprehension ability of students. For example, [10] read the text he prepared to teach listening comprehension slowly. It sounded like reading word by word. Students were observed showing some indifference to the lesson. [see 6.4.2.2].

However, this process of trauma rapidly subsided as peer teaching and reflections continued. Those who did their first peer teaching, after observing and reflecting on the lessons of their friends, showed significant improvement, thus apparently learning from others' experiences. This observation supports Fanselow's notion of classroom observation in teacher training:

> "Here I am with my lens to look at you and your actions. But as I look at you with my lens, I consider *you a mirror* ; I hope to see myself in you and through your teaching. When I see myself, I find it hard to get distance from my teaching. I hear my voice, I see my face and clothes and fail to see my teaching. Seeing you allows me to see myself differently and to explore variables we both use." [1990: 184].

7.3.2 Positive Teaching Behaviours Observed

As trainees continued to do peer teaching, they showed improvement. The benefit they got from observation, practice and reflections was visible. Giving responsibility to trainees to try and experiment with their ideas in order to be responsive is vital in teacher training. This goes in line with Javis's thinking [1972: 20] of the need to shift 'the responsibility for the decision making to the classroom teacher', and Freire's [1970: 67] concept of learning that it 'consists of acts of cognition, not transferrals of information'. [cited in Fanselow, 1990: 184]. "When we observe others to gain self-knowledge and self-insight and when we generate our own alternatives based on what we see others do, we construct our own knowledge and engage in the type of learning Freire has advocated." [Fanselow, *ibid.*].

The positive behaviours of teaching observed were realised in aspects of lessons given by trainees who looked to have learned from the reflections and observations given on preceding peer teaching practices of their friends. They are

supportive affective behaviours, and consequently facilitative for more learning to take place. [see Table 7.2, on following page].

Table 7.2: Positive teaching behaviours observed in trainees

Occurrence	Affective	Cognitive
Practically in all trainees	greeting	summarising previous lesson
Most trainees	smiling	eliciting
Some trainees	joking	use of guessing

Some trainees *smiled while greeting students* to create a conducive atmosphere for teaching. Practically all trainees were observed trying to greet students, but all did not succeed in giving warm greeting. Greeting was observed to initiate positive attitude to learn when it is accompanied by warm smile.

Trainees were observed trying *to make students feel at ease by breaking the norms of class formality* . Starting a lesson indirectly such as jokingly was observed to be supportive enough to initiate the mood of learning. This is similar to what Krashen [1980] calls making the 'affective filter' weaker. It is believed that this approach can promote 'empathy and extroversion' in learners which Brown [1980] describes them to be "the most interesting and promising variables to consider in an effort to understand transactional affectivity in second language learning". [p.118]. This behaviour was clearly reflected in the teaching of [09]. He started the lesson indirectly by focusing on questions not directly related to the lesson.

Fanselow's categories do not describe this behaviour of teachers, however. It cannot be called structuring for this behaviour is remotely related to the lesson presented. For example [09] asked, 'What is the number of students in the class?' One student said jokingly, 'thirty'. [09] continued to ask, 'How many girls and boys?' Another one said 'Six girls and twenty four boys'. The students laughed so also [09]. He seemed to have learned from the peer teachings he observed and reflected upon about the need to motivate learners. Trainees stressed this aspect of teacher behaviour. Motivation is described here under the teacher's ability to bring students to the learning mood. [see Appendix VI, exerpts taken from diaries].

The behaviour of *briefing and/or eliciting from students about the points covered in the previous lesson* was observed facilitating students desire to learn. Arends [1991] describes this as an aspect of the interactive role of the teacher. The following practices can reflect this behaviour: [09] opened his lesson by referring to the activities of a hypothesised lesson given previously; [04] by making reference to the words [02] taught (curious, uncommon, and plan); [12] by making reference to the previous lesson; [10] by summarising the main points of previous lesson, before going to the peer teaching on listening comprehension and [03] by making reference to previous lesson before he explained the task he wrote on the blackboard. Although trainees were not summarising points of preceding lessons explicitly and clearly, for most of them were overwhelmed by nervousness, this behaviour was observed to be positive and needs cultivation. It initiated learners mood to learn and facilitated the task of seeing relations between preceding and succeeding lessons. This behaviour is still too remote from the lesson to be called 'structuring' in Fanselow's terms.

The *use of free guessing in answering questions* facilitated learners with the motivation to speak, maintain the mood to learn the language through use. In the teaching on listening comprehension [14] promoted the use of free guessing. He structured, explained the procedures to be followed, introduced the text on Alfred Nobel, elicited what students know about Alfred Nobel and what the story could be about, and encouraged guessing by giving clues. His pre listening elicits, although they came in the middle of the lesson, invited free talking. This practice revealed an interesting behaviour of learners. They reflected freely with out showing any sign of inhibition caused by the fear of giving wrong answers. This technique of language teaching raised students' curiosity to know and to think. This practice can reflect also a teacher's ability to maintain the mood of learning or the social climate of learning.

Checking learning through interaction facilitated learning. The idea of interaction is understood in terms of classroom discourse analysis made by Sinclair and Coulthard [1975]. Interaction is understood in terms of turns--elicits, nominations, replies and follow ups. Elicits were initiated by the peer teacher and nominations were

predominantly based on students volunteering to respond and a peer teacher recognising this. Follow ups were short and evaluative (good, very good or at times confirmation, 'yes'). Therefore, interactive turns were short and the distribution of elicits was minimal since replies were given by volunteers. But this part of the peer teaching was thought to give some kind of relief to trainees undergoing a traumatic experience.[see Appendix VII, 7.1, vol., II on the turns observed and comments given by the researcher].

The trainees were able to experience the trauma of being not only students but also teachers. This experience was concrete enough to make them understand teaching not only from the teacher's point of view but also from the learners' point of view. How the trauma was managed was a concrete lesson to make trainees aware of the reality of the process and to be able to manage it in the real classroom situation . [see 6.4.1].

The positive behaviours observed in the teaching of trainees as the trauma was managed are indicators of the lesson they learned. It was realised that the major concern of any being is existence or survival even in the classroom situation. This concern is cleared off from the mind of trainees when the teacher trainer demonstrates that he is no more a threat to them. The need to recognise trainees as collaborators has been very much stressed in the literature of teacher education in second language. [see Richards, 1989]. Papa [1990: 83] quotes Marino Rinvolucri saying 'When teachers become much more aware of themselves as human beings and how they relate to others, then a revolution will really happen.' In other words, they can show radical improvement in their professional abilities.

What is of special observation here is that there seems to be a direct relationship between a teacher's happiness with him/herself and his/her ability to teach. [see Ch. VI, 6.4.3]. It was realised that as trainees starting recovering from the trauma or made to reduce the effect of that experience through reflections on post teaching, they started reflecting behaviours of promoting the mood of learning. Greeting warmly and starting a lesson indirectly with the intention of attracting attention of learners were realised to

have more meanings than are normally understood. Students/trainees take them as a guarantee from the teacher or trainer of good will of their survival. Defensive barriers could be lowered when trainees start their lessons being warm. In such lessons reflections from the peers on the lesson given were supportive and encouraging. [see 6.3.2.2].

The researcher believes that this process needs some amplification. The practices that teachers/trainers do to trigger and put in motion the students' capacity to learn is described in this research as *'Learning Mood'*. It has been realised taking place distinctively in three forms : (1) *Initiating the Mood to Learn* ; (2) *Maintaining the Mood to Learn* ; (3) *Projecting the Mood to Learn* .

Starting a lesson by greeting students, indirectly or jokingly, and making reference or summary to a previous lesson have been observed as practices of initiating the mood to learn. [see Moskowitz, 1976]. It was observed that initiating the mood to learn was very much determined by the use of a genuine supportive affective behaviour. Greeting students warmly before starting the lesson seem to initiate learners' mood to learn. This is because it signals to the learners a positive social climate of classroom learning. It lowers learners' anxiety for survival. Starting a lesson indirectly or jokingly was observed reducing the pressure exerted on learners as the result of classroom formality. Summarising points covered in the lesson also maintained learners' mood to learn ; this is believed to reactivate the points learned and see the continuity of the lesson that follows. It creates an opportunity to make links between lessons and lesson parts. [see Oxford, 1990 on the use of indirect strategies in language teaching]. This is also an indirect proof of the teacher's concern of the learners and commitment to the profession. [see Brown, 1980].

Allowing free discussions such as the use of group work, conducting interaction with the use of supportive follow ups were observed techniques that trainees used to maintain learning. They were underpinned by trainees learning experience in the project sessions. [see Appendices II & III on project activities and tasks]. Giving homework and relating the lesson with the coming lesson were observed to project the

mood of learning. The ability was manifested in trainees' behaviour frequently in the consolidatory and exploratory stages of teaching. It was governed by trainees' self motivated experience of doing project works outside the project sessions, suggesting that one's behaviour is the reflection of one's experience. The view "that you learn when you are personally involved in the learning experience, that knowledge has to be discovered by yourself if it is to mean anything to you or make a difference in your behaviour..." works in the training of teachers in the process of developing educational knowledge. [see Johnson and Johnson, 1975: 7].

In brief, the traumatic stage of teaching practice was brief and rapidly subsided as trainees got experience not only in performing teaching, but also in reflecting on teachings observed. The first group of trainees experienced a high degree of trauma while these feelings and manifestations subsided as the last group of trainees were doing their first peer teaching. This demonstrates that peer teaching, if properly managed, can be used to prepare trainees to learn how to teach and overcome some of the basic problems of becoming a teacher, without having to undergo direct experience of teaching in difficult circumstances -- the real classroom of more than eighty students. The problem of teacher socialisation [see Arends, 1991] can be effectively dealt in the training programme. The reflections made also prepared trainees to be aware of their practices and to embark on the process of learning to teach. Cripwell and Geddes, [p. 4] say:

> "The highly complex situation of the classroom is one that most students face with considerable trepidation. Micro-teaching can help build up the student's confidence as he concentrates on limited objectives without the **fear of the unexpected. He is also given continual feedback and** guidance related to his performance from his tutor and other sources. During teaching practice he will not get little feedback: practical problems of distance and time tabling make it difficult for the tutor to observe his students. Guidance and feedback during micro teaching can help the student to analyse his own performance and so reduce his dependence on the tutor's observation."

7.4 The Calming Stage of Teaching Practice

The traumatic stage looked to have come to an end with most participants as they did their first peer teaching. There were trainees who were under recovery and did not adequately clear themselves from the feeling of trauma, however. But it was found to be manageable. The process is characterised by (1) confidence building; (2) readiness to accept criticism; (3) the ability to sense and select clear and specific lesson topic for peer teaching. The behaviours of building self confidence and readiness to accept criticism reflect self realisation. [see Rogers, 1983]. The ability to sense and select clear and specific lesson topics reflect accessibility to the knowledge of teaching. [see Arends, 1991]. This process, however, takes a longer time than the traumatic stage. It needs care and management, for it can lead to developing a complacent attitude which could be a barrier to the process of learning to teach. It is believed that the feeling of complacence in teaching hinders inquiry and further improvement. It was realised that careful scrutiny should be made of trainees teaching behaviour so that they can be inspired to move to the next desirable stage--the exploratory stage. Burke [1987: 3] thinks, "Teachers are required to show evidence of learning in order to gain legal entry into the teaching profession."

7.4.1 The Process of Self Realisation

As the teaching practices and reflections increased in intensity, trainees started to become self critical. This realisation facilitated trainees' precision in decision taking as to where to start and how to do it to learn and to develop self confidence. This process was manifested in a number of trainees' teaching abilities: selection of lesson topics, improvement in the management and contextualisation of lesson activities and focusing more on procedures of teaching.

Trainees showed *sensitivity in selecting lesson topics in terms of learners' interest.*. This indeed is a positive behaviour of teaching. [see 6.3.2.3]. The following examples can reflect the behaviour observed: [11] chose *Preparing local beer'* as a lesson topic; passed the reading text to students, and they looked reading it with

interest. [14] used a lesson topic on *'How to make a delicious juice'* and students looked anxious while reading the text. [08] selected a lesson topic *'Using the dictionary'* for the teaching of vocabulary with the intention of meeting two purposes: (a) to teach students how to make use of contextual clues; (b) to help students how to use the dictionary when necessary. [05] selected a lesson topic 'Louis Braille'. Students looked eager to learn. [09] started his lesson by asking students the name of the season, elicited on the activities done in different seasons, distributed a text on *Harvesting Season*. Students were observed actively participating. [02] wrote a self created dialogue between Abebe and Alemu, on *Greeting people of different social status and ages* with the aim of (i) using the appropriate phrases used in greeting in English and (ii) integrating vocabulary building with speaking. Student participated actively. [01] selected the lesson topic *Soap making* which looked to be of interest to students since shortage of soap is a serious problem in the country.

Trainees showed *sensitivity to the management of class activities and contextualization of learning practices*. They were able to structure lesson activities, distribute elicits, make follow ups, organise pair and group work, and present lesson activities in context. [see 6.4.3]. During the interactive aspect of lessons they encouraged students to raise questions. However, the general trend remained similar to the pattern of classroom discourse described by Sinclair and Coulthard [1975]. The advantage of this section of classroom teaching is essentially to check comprehension and give assurance to the learners that they have learned something. Although it remains teacher centred, it is felt to be an essential part of second language learning. For the teacher, it gives him/her the opportunity to evaluate how much he/ she has been able to meet his/her lesson objectives. For the learners, it gives them the opportunity to evaluate how much they have succeeded in following the lesson of the day. For both teachers and learners, it gives then the feed back and data necessary to look for better strategies and tactics of teaching and learning. It facilitates appraisal of teaching and learning. More than this, for the learners it gives the opportunity to listen to a better

English. The use of group and pair work facilitate learning language through use. They generate, if properly done, genuine communication. [see Brumfit, 1984].

The teaching of vocabulary that trainees made was contextualised. [see Appendix VII, 7.2, descriptions of vocabulary teaching practices of trainees]. The context is important in the learning of words. Learners make sense of the meaning of a word by associating it with the context. Maley [1990: 12] says: "No two people have precisely the same vocabulary, nor are their apprehensions of given words the same. This is for the very obvious reason that their experiences of words are different; the circumstances in which they first met a word, the associations it has for them, etc."

In the project, the teaching of vocabulary was predominantly contextualized by using short texts of a paragraph size. Trainees depended very much on the technique, 'fill- in the blank space'. This was the second peer teaching for all trainees. This time peer teaching was preceded by reflections on some practices of teaching vocabulary. [see Appendix III, vocabulary]. This seemed to have contributed to the uniformity of the teaching practices observed. Pre lesson discussions and reflections can promote group awareness and shared perceptions of professional practices. [see Ch. V, 5.2.1, the effect of this on variability, particularly on the teaching of vocabulary; see also Appendix VI, the teaching of vocabulary, trainees' reflections on their practices]. The first peer teaching, unlike this peer teaching, was not focused on any skill. Candidates where not required to do so. They presented a peer teaching on any thing they liked.

As trainees embarked on the process of learning to teach, they *focused on procedures of teaching*. Burke [1987] thinks, "Procedural skills must be mastered in order to enter the teaching profession and to stay in it with any degree of success." Widdowson [1983, 1990] argues that methodology should be focused in the teaching of language. [see 6.3.2]. During the first peer teaching trainees were focusing on the content matter of the lesson. The trauma experienced was partly exaggerated by the lack of confidence in their abilities of the subject. The reflections made on post teaching seemed to have made them aware of the importance of learning the pedagogy of language teaching to be effective teachers. [see 2.3].

Moreover, as trainees started to get some relief from the trauma, they focused on procedures rather than content of lesson. The affective variables were observed to be more supportive and less reactive. [see Hubbard, 1986, Chs 1--4 on the issue of mental capacity]. This has been seen developing in trainees in organising group activities, and reflections on the lessons given. They were able to identify and describe behaviours of teaching that should be encouraged as well as corrected. The following features characterised this process: attempting to relate content and procedures of teaching, minimising lesson structuring, integrating the teaching of language and skills, recycling of lesson content, use of problem solving such as making students guess at the meanings of words, use of simple language of instruction and explanation, promoting group competition in doing tasks, giving supportive comments to maintain the mood of learning, distribution of class activities, minimising the use of blackboard such as preparing work sheet to do pre set tasks, motivating students to ask questions and give comments, making lesson content specific enough to be covered within the time limit, increase in teacher flexibility--trying to be accommodative to classroom requirements. [see Appendix VII, 7.2, vol., II descriptions and evaluations of trainees' teaching practices].

The second peer teaching brought out the following behaviours: *Selection of lesson topics felt to be of interest to students, improvement in the contextualization of lesson activities and focusing on procedures of teaching marked trainees' growing sensitivity towards effective teaching and calmness in lesson presentation* .

7.4.2 The Process of Consolidation of Knowledge Accessed

During the third peer teaching, which focused on the teaching of listening comprehension, trainees consolidated their teaching skills by focusing on procedures and techniques. During this stage they showed practical awareness of lesson opening, enhancing students' momentum of learning through the use of specific class activities and closing lessons smoothly.

Trainees showed *increasing awareness in the need to open a lesson by initiating learning in students*. Some behaviours have been observed, in addition to those mentioned above, in trainees activities to meet this purpose. This process was featured by the following characteristics: giving advice before going to the lesson of the day, summarising main points of previous lesson, greeting students with warm smile, writing lesson topic and key questions on blackboard, eliciting students knowledge on the lesson topic, making associations of lesson topics with pleasant experiences generally accepted by people such as enjoying during holidays, explaining the procedures to be followed in the lesson clearly, selecting 'curious' lesson topics as in the lesson of [03] and [08], relating lesson activities to students life objectives such as the value of education as in the lesson given by [13], using body language to demonstrate the message in a lesson topic such as the lesson of [08] on 'smile', eliciting by using funny looking pictures as demonstrated by [10]-- he drew a sketch of an odd looking insect on blackboard, asked students to guess and identify the insect sketched. Some said it was an ant, some said it was a fly. Then, he hinted 'Any useful insect?'; the students replied, 'bee'. He smiled and admitted that he was not good at drawing and said, 'Yes it is a bee, the most useful insect to man'.

Trainees showed *developing their awareness of keeping up the momentum of learning they initiated in the openings of their lessons*. The behaviours that characterised this process are: (a) ability in the utilisation of supportive affective variables, (b) varying techniques and class activities, (c) trying hard but not panicking when unexpected events crop up, and (d) trying with new techniques (techniques that are not used in the teaching of English in Ethiopia). The use of work sheet became a common teaching behaviour. The frequency of explaining the purpose of lesson activities increased. The use of extended eliciting was observed for the first time [05]. The frequency of breaking the traditional student teacher relation increased. Trainees tried to break classroom formality. The focus on lesson specificity also increased. Methodology continued to dominate. The behaviours of professionalism continued to

assume new shapes as practice and reflection increased in intensity. Schön [1987: 229 cited by Fenstermacher in Grimmett, 1988] says:

> "As the professional moves towards new competencies, he gives up some familiar sources of satisfaction and opens himself to new ones. He gives up the rewards of unquestioned authority, the freedom to practice without challenge to his competence, the comfort of relative invulnerability, the gratification of deference. The new satisfactions open to him are largely those of discovery about the meanings of his advice to clients, about his knowledge and practice and about himself."

In the practicum trainees tried additional techniques of language teaching. Risk taking increased and the inhibition caused by the fear of making mistakes in using the language declined. Moskowitz [1976: 136] observed, "students performed better with teachers who went beyond the procedures prescribed by the curriculum, that is they did not merely implement the material, but supplemented it [...] innovation and flexibility are desirable characteristics of foreign language teachers." [see 6.4.2]. Vallete [198 :85] thinks, "A teacher who does not try a new approach knows he avoids the risk of failure. Unfortunately, he also misses the chance to increase his teaching effectiveness." The trainees, all in all, showed behaviours of teaching as a reasoned normal human interaction which enhanced learning. [see Appendix VII, 7.3, vol., II descriptions and evaluation of teaching practices reflecting this process].

Nevertheless, the third peer teaching showed significant variability in trainees' ability to teach. This was significantly observed in giving clear and simple instructions and in soliciting responses. The lesson of [11] was complex, the comprehension questions he elicited were difficult to understand as well as to answer from the text he read. They demanded extra background knowledge. As he made more effort to be understood, the lesson became more complicated. He spoke too fast and his voice was not clear.

Another example in this category is the peer teaching of [03]. This trainee showed considerable stress and anxiety. His language was complex. [08] also showed difficulties in expressing his intentions in simple language and at times showed anxiety. This made his explanation long and unnecessarily complicated. The peer teaching of

[07] looked less flexible. The trainee showed tension in giving instruction. He did not do pre listening activities and his peer teaching was very short.

These trainees are with obvious limitations in the language when compared to the others. [see 6.4.1]. The lack of confidence in the command of the language is a barrier that is difficult to do away with. It blocks a trainee from trying new techniques of teaching and limits him/her to the use of few techniques that he/she is comfortable with. The process suggests that the time trainees take to show shared perceptions on points of teaching tends to be much shorter than the time taken to show shared behaviour of performance. Despite the attempts made to narrow the gap among trainees in their abilities to teach through group work and reflection, significant variability in teaching performance was observed. This makes teacher training a delicate task to handle. Giving individualised attention becomes a necessity. For this purpose extended practicum is a condition.

7.5 The Transition: Consolidation, Complacence and Exploration

In the second and third peer teachings described for all the trainees except [01] who did not do peer teaching on listening (she was absent), all the trainees were able to relatively calm down and do their lessons showing improvement. Some of them progressed to the exploratory stage of teaching practice. In the fourth peer teaching practice, two features were distinctively observed: consolidation followed by (a) complacence or (b) exploration. This stage is, therefore, described to be the transitional stage of teaching practice. It was observed to be *a critical one as to whether trainees can move to the exploratory stage to be committed enough to embark on professional development, or remain self complacent.*

7.5.1 Towards Consolidation of Teaching Skills Learned

The behaviours that trainees manifested when they consolidate learned teaching skills were observed to be (a) increasing supportive and declining reactive behaviours; (b) specificity of lesson objectives and appropriateness of classroom tasks and

activities; (c) efficient use of blackboard; (d) editing teacher talk and promoting student participation. *During consolidation, trainees showed a facility in the skills learned and abilities to bring classroom variables into optimum interaction, thereby promoting effective teaching.*

When trainees reached the stage of consolidation of learned teaching skills, supportive affective behaviours featured in their teaching practices. Reactive behaviours such as writing anything said on a blackboard, responding with out clearly understanding to a peer's question declined. Outstanding supportive behaviours observed were (a) warmly greeting; (b) advising in relation to the lesson to be presented; (c) encouraging to reflect on the lesson topic and to predict what the lesson topic may cover; (d) warmly eliciting on points covered in previous lesson. In the stage of consolidation, the conflict between survival and teaching is resolved in favour of learning to teach. [see 6.4.3].

Table 7.3: Positive Teaching Behaviours Observed in the Consolidation Stage

Occurrence	Affective	cognitive
Practically in all trainees	Greeting	Revising
Practically in all trainees	Advising	Eliciting
Practically in all trainees	Observing learners' interest	Selecting topics of interest
In most trainees	Variation to avoid boredom	Use of wh questions, multiple choice and matching tasks, integration of skills.
In most trainees	Minimising lesson pressure	Making lesson specific
In most trainees	Optimisation of teaching effectiveness	Editing teacher talk, experimenting

The warm greeting and lesson revision of [08], the advice given by [04] that students need to have breaks which was related to the lesson topic 'passing holidays', the pre lesson elicits accompanied by warm smile of [05], [02], [09] and [10] can be cited as examples. The choosing of the lesson topics also showed trainees' desire to motivate students to learn: 'Passing holiday' by [04], 'Wild animals' by [05], 'Easter' by [02], 'Kinds of animals by feeding habits' by [09] and 'the behaviour and colouring of dogs. These are topics of interest in Ethiopia. [see Appendix VII, vol. II description and evaluation of teaching practices of the fourth peer teaching].

Trainees consolidated *teaching by focusing on practical activities to meet their lesson objectives*. They gave emphasis to lesson specificity, increasing class activities to be done by students, facilitating learning while students were engaged doing the activities as well as interacting with students to check learning. [6.4.3]. For example [08] focused on comprehension and asked students to read silently and do the tasks set which he checked through eliciting. His English showed improvement--the instructions and explanations he gave were clear enough to be understood. [04] also focused on comprehension. Students read the text prepared by [04] silently and did the tasks given on a separate work sheet in groups. [04] advised students while they were discussing the answers to the comprehension questions and finally he checked comprehension by eliciting. Teacher talk decreased.

Use of varieties of exercises reflected trainees' development of their teaching skills: wh questions, multiple choice, and true/false, silent reading for comprehension. The lessons of [09] [10] and [05] make good examples. [see Appendix VII, vol. II]. In fact [05] used extended interaction by eliciting questions having different possible answers, and by nominating different students for the same elicit, giving hints, treating errors and suggesting alternative answers. This was indeed experimental in the context of ELT in Ethiopian schools. [01] for example, tried to integrate the teaching of reading with speaking. She prepared a dialogue which students read silently and answered the comprehension questions. After checking comprehension, she asked students to role play the dialogue. [07] integrated comprehension with the skill of reading aloud which was experimental for him, although this has been practised in the previous peer teaching made by other students. He was observed earlier avoiding trying new techniques of teaching and it took him a lot to break this attitude . He was safe using group work. This time he was able to give individual attention and trying to implement new techniques of teaching he learned from his friends. [06] smilingly started teaching by referring to points covered in the previous lesson and smoothly introduced the lesson topic, 'The characteristics of a story'. He elicited pre reading activities, advised students on what to do when reading a story, organised group work, utilised time

efficiently, highlighted important points, checked comprehension. [see also 6.4.3, trainees' thinking on the process].

7.5.1.1 Use of Blackboard

Efficient use of blackboard was promoted. Trainees prepared tasks on work sheet, wrote only key words and drew simple sketches to illustrate a point; and sometimes additional tasks while students are engaged in other activities such as reading silently. The use of worksheet saved the time students spend for copying exercises from blackboard. It also saved the energy teachers waste writing on blackboard as well as gave them ample time to observe students doing the tasks and learn more about their teaching. The following examples can be cited to reflect this behaviour; [08] prepared work sheets which he passed to students to read silently while he was writing the comprehension questions on blackboard; [07] and [06] also did similarly. [see Appendix VII, the fourth peer teaching for more examples].

7.5.2.2 Editing Teacher Talk

The behaviour of editing teacher talk was observed to be of special significance in the project. Trainees edited their classroom language as what to say and how to say. Precision, simplicity and clarity in lesson structuring, giving instructions, soliciting and follow ups increased. Organisation of conducting class activities inclined towards group work. The process of student focused teaching was realised as trainees developed abilities in negotiating with their lesson objectives, efficiency and relevance of lesson activities, ways of managing class activities and interests and feelings of learners. A typical example is the teaching practice of [05]. He minimised teacher talk by focusing on procedures of teaching and promoting student participation. His peer teaching revealed that when a trainee develops self confidence in teaching as the result of critical reflection he/she is able to minimise teacher talk through editing what to say.

It is described as editing of one's classroom language and not monitoring, for this does not have an established standard or norm. It is a continuous process of

improvement and it seems reasonable to describe it as an editing process, although teacher trainers grossly describe it in terms of the use of appropriate classroom language. The editing of what to say was observed going parallel with the trainee's ability to vary student activities, thereby promoting genuine participatory language teaching.

7.5.2 Towards Complacency in Teaching

It was observed that as trainees feel that they are able to teach well, some could be deceived and may influence others to feel a self complacent attitude. This was felt to be deceiving to the trainer, too. He/she can feel to have achieved his/her training objective. The major causes for trainees' self complacent attitude were observed to be (a) over confidence and (b) lack of ambition. This behaviour, unless treated in the reflection time, can not only delay the process but also reverse it. The role of the trainer was felt to be decisive--reasoned intervention is a necessity .

The behaviour of complacence in trainees was observed manifesting in four forms: (a) not giving adequate time to lesson preparation; (b) overuse of affective behaviour--supportive when not challenged and reactive when challenged, leading to excess teacher talk; (c) wasting the time to be used for learning such as writing long texts; (d) not managing learning. For example, [02] was observed using excess language of appreciation and support. He wrote a paragraph long text on blackboard. The lesson presentation was arbitrary--read the text aloud, invited for a volunteer to read it aloud instead of using silent reading for comprehension. Writing the text on the blackboard was undesirable and time wasting. The reading of the text aloud by him and by a volunteer student was not necessary in a reading comprehension lesson. During post teaching reflection, [02] explained that his teaching style was influenced by the training he had at KCTE and realised that he should be able to improve some of the teaching behaviours he felt were not effective enough to promote learning. In his diary, he reflected as follows: 'Very surprising! how inexperienced we are!...What a remarkable thing to learn that I have yet a long way to go. In my view I have to start

afresh,... This project is meant to help trainees to be qualified teachers by lifting the veil of ignorance off our eyes .... Thank the lord for giving me this invaluable chance to be able to see to learn how to teach'.

His over confidence made him look like an actor dramatising rather than a teacher teaching in the classroom. Although students looked enjoying his dramatising abilities, the impact of the lesson on learning becomes questionable. In this peer teaching he had to make fast decisions to keep the class running. This was his special quality in managing a lesson, although it is done through the use of excess teacher talk. He answered all the questions raised instead of redirecting some of them to the class. He started the lesson looking complacent, but the trainees looked subtle in their questions to initiate in him some anxiety.

This peer teaching 0f [02] revealed that it is difficult and takes longer time to retrain a teacher with established teaching styles. Although he/she may agree with some of the fresh ideas and practices in focus, he/she tends to resort to old practices and beliefs . This makes the pre-service teacher training of special interest to help trainees to embark on professional development. And this shows that teacher training is a profession that requires abilities to work with subtle behaviours of trainees and deep perception of education .

In the lesson [11] gave on 'Slavery in Africa' as a reading comprehension, he did not focus on a specific skill--reading comprehension. He rather gave more tasks on the use of words taken from the reading text. The writing of the text on blackboard was not desirable. The purpose of reading the text aloud without doing silent reading was not clear. Both [10] and [09] wrote their reading texts (about a paragraph long of ten lines each) on blackboard. The candidates expressed the pressure they had from the regular courses. Although this was true, it was felt not advisable to accommodate such reasons, explicitly. The reflections need to be reasonably critical to show that the behaviour of writing long texts on blackboard is not efficient because it is time wasting for both learners and the teacher. This behaviour is frequently used in schools

sometimes students are moved from one classroom to another to copy notes from the blackboard.

[03] looked not to have prepared the lesson beforehand, he rather gave an impromptu lesson, triggering strong resentment from his peers. In fact, students said that he prepared the lesson while the other peer teachings were being conducted. [03] looked shocked when he realised how serious his peers were. His teaching became a good example for trainees to see the problem of coming to teach unprepared and how students feel about it. Although he felt that he was giving a lesson on reading comprehension, it was on listening comprehension and some students criticised him for failing to recognise the difference between teaching listening and reading comprehension. But this trainee had problems which he reflected honestly in his diaries. [see, Appendix, VI, vol. II for some critical reflections by trainees on some peer teaching observed, particularly on the lesson of [03], and see also 6.4.3].

7.5.3 Towards Exploration in Teaching: The Desirable Process

The exploratory stage observed in the project is mainly featured by trainees attempt to increase the repertoire of their teaching skills. Trainees showed a desire to discover and experiment with new techniques and ideas. This stage is not manifest in all trainees at the same time. Some trainees appeared to reach this stage before others. Although trainees can reach more or less the same level of awareness, there seems to be significant variation in their abilities to translate their intentions to practices of teaching.

This process is very critical in teacher training. As some candidates move towards exploration through experimentation with techniques, procedures and ideas of teaching the subject, some tend to lag behind. As the result of this, implicit conflict tends to develop in the relation of trainees. This creates a sense of anxiety and suspicion among themselves. Those who lag behind tend to be on the defensive side and show reactive behaviours towards the teaching of those who would like to increase their practical teaching skills through experimenting. Those who would like to move also showed anxiety caused by the fear of lack of acceptance.

The management of this phenomenon in order to be resolved peacefully depends on the ability of the trainer to be cognisant of the process and to be able to use appropriate strategies to handle it. Failure to resolve this is to create a relationship of conflict in trainees thereby seriously jeopardising the profession. Teacher trainers who are not aware of the process can exacerbate the conflict by either discouraging or suppressing or siding to either those going to the exploratory stage or those remaining in the consolidating stage, implicitly or explicitly.

The reflective model used in this project was able to bring this problem of teacher training to the fore front. It was resolved indirectly by promoting the idea of collaboration in education. The trainer's role is decisive. The type of relationship he/she develops with the trainees in the process has to make trainees believe that education is a collaborative enterprise, and that every body can have a contribution to make to its progress. Practical means of achieving this need to be explored.[see 6.3.2.2].

For this purpose, it was found out necessary to reward those who were exploring without affecting the morale of those who were lagging behind, for the philosophy of collaboration as it is seems to be idealistic. The principles of collaborative education, nevertheless, lay the ground for negotiation. Nevertheless, as trainees show progress they expect recognition for their achievement in one way or the other. The process of recognising the achievements they made can promote either conflict or collaboration in trainees themselves.

It was indicated that the reward and recognition that a tutor gives to a high achiever should take the form that motivates the high achiever to get genuine acceptance in his small group and then in the class. [see Arends, 1991]. At pre-service level it is not that much complicated to change the reward a tutor gives to a trainee in order to develop an atmosphere of collaboration. High achievers [trainees who showed fast progress in the practicum and those whose academic record is relatively high] tend to be considered as a threat to the survival of the others. Although trainees were not graded in the practicum for the purpose of the official university academic record, the university system of awarding grades through comparison or technically called norm referenced as

opposed to criteria referenced creates unhealthy relationships among students. This system of awarding a grade does not reflect how much of the teaching objectives are met. But it definitely promotes the idea that somebody must fail in order another one to pass. One's success is correlated to the failure of another.

The university does not have any standard method of evaluating performance of students apart from the medical school as far as the researcher understands. The relationship among students is not governed by educational objectives but by mere survival. The whole process is survival of the fittest. As a matter of tradition, thus, a tutor's comment on what a 'high achiever' does mean a lot to the other trainees. Therefore singling out the behaviours that promote collaboration and those that promote conflict is necessary. [Strategies for establishing a collaborative value system in education have to be researched]. Rewarding a trainee for promoting healthy group work and getting appreciation by peers motivates the high achiever to explore those behaviours that will win him/her recognition and acceptance. Thus, the use of descriptive and suggestive feedback was encouraged. [see also 2.3]. The use of judgmental and direct instructional feedback was discouraged. Behaviours of fault finding, ridiculing, withdrawing were discouraged, too. [see 6.3.2 trainees' reflection on collaborative work, and 6.4.2, how the trainees perceived the researcher' role in the process].

This strategy worked in the project and enhanced the process of exploratory teaching through co-operation and learning from each other. [see 6.3.2.2]. Those who were trying to experiment with new techniques and procedures were motivated to go ahead with their exploratory desires without having to undergo unnecessary stress and anxiety. Some of those who were lagging learned willingly and trying those procedures that had been tried by their friends, increasing practical experience of teaching. Professional harmony in colleagues grew. Some tried new techniques and procedures by overcoming the fear of risking trauma or embarrassment. They increased practical experience of teaching through exploration and experimentation.

In this stage, trainees' exploratory abilities reflected some outstanding behaviours that are of interest to teacher training. Increasing one's repertoire by (a) exploring and consolidating the implementation of a technique or procedure of teaching; (b) exploring without consolidating; (c) experimenting and consolidating with what a colleague has explored and implemented.

What seems striking is that *when trainees try to experiment with a new technique or idea of teaching a particular skill or aspect of language by focusing on it, teachers talk more and the lesson looks teacher dominated.* Classroom language and activities increase in complexity, too. It seems that this process is natural and consequently understandable. It does not indicate regression or resort to unwanted tradition, but a trainees attempt to make a new practice accepted. This behaviour is dominant in the exploratory stage of the practicum.

This observation has a direct implication to classroom research. Teacher talk has been a focus of research since the 1970's. [see Allwright, 1989]. The research made along this area has contributed to the understanding of classroom discourse. The attempts made to bring change in teacher discourse as the result of research findings has been remarked to be a failure. [see Arends, 1991]. The researcher thinks that teacher discourse can not change as a matter of training to perform preconceived competencies say by training teachers to extend 'wait time', 'questioning strategies' and making teaching 'learner centred'. Teacher talk as observed in this study is affected by circumstances and it can be 'appropriately' used as a matter of practical experience and reflection. It can not be presented as a postulate. [see 7.7 researcher's conception of **effective teaching, drawn from this study].**

It was observed that during consolidation teaching efficiency is optimised. Trainees edited their classroom language and complexity of tasks and optimise the interaction of classroom variables to achieve effective teaching. It is the ability to optimise the classroom variables that lead to effective teaching. It varies, however, from individual to individual markedly significant not in awareness but in performance.

Nevertheless, it is observed that reasoned practicum leads trainees to realise this process and guides their teaching performances.

7.6 The Exploratory Stage of Teaching

The data revealed that trainees can move to the exploratory process of learning to teach through observation and experimentation. This stage is the beginning of the life long process of learning to teach. In the practicum it was realised in some what different ways. In some trainees, it was reflected as a process of exploring, experimenting and consolidating. In some, it was reflected as a process of exploring and experimenting without consolidating. In others it was reflected as a process of replicating what has been observed being experimented. What is significant is that the trainees showed a leap in increasing their teaching repertoire. But the management of the process is necessary in order to give it rhythm and continuity.

7.6.1 Exploring, Experimenting and Consolidating

As trainees moved to the exploratory stage, those who were exploring and consolidating what they have already learned showed three distinctive behaviours; (a) Exploration (b) Experimentation (c) Consolidation. This process featured most of the fifth and sixth peer teaching practices. The following example illustrate this process. [02] explored the need to be able to use body language for classroom communication. The peer teaching of [02] revealed the narrowing of the gap between intention and performance suggesting that professionalism can be promoted at the initial teacher training. In the diary, [02] reflects: 'This project is marvellous. So far each of us took about seventy credit hours. No course has succeeded in making us realise ourselves as this one. All participants are now committed to the profession'. [02] has learned to prepare a lesson analytically and present it creatively. The activities he set and the techniques he tried were presented coherently. It was easy to see the direction of the lesson.

A second example is the peer teaching of [06]. He felt he should teach writing by integrating listening to note taking and then to writing a paragraph. First he started with the skills he has already learned. He introduced the purpose of the lesson--exercises on 'note taking'. He drew a sketch of the Aksumite obelisk, asked students to take notes as he explained what an obelisk is. Then he asked students to discuss their notes in groups and write each a short paragraph on the obelisk. [06] integrated the skills of note taking while listening to a lecture and organising notes into a paragraph. He also consolidated the skills of reading a picture, group work, writing and reading aloud.

A third example is the teaching practice of [05]. He wanted to teach the use of preposition in the context of reading a map. It was completely experimental as far as the teaching of English in Ethiopia goes. He asked students if they knew how to locate places and give directions by reading a map. The students responded positively. He started drawing streets, buildings and squares on the blackboard. The task was to make students use appropriate prepositions to locate places (such as the post office, museum that were indicated in the sketch). The exercise challenged the students. Map reading is hardly practised in the teaching of language in Ethiopia. The trainee had to talk a lot to make instructions clear. Although the time taken in this peer teaching was very long, only twelve turns were realised and he had to hint at the answers.

The peer teaching also revealed that when trainees reach the exploratory stage of teaching, their ability to reflect and openly discuss their language learning experiences increase and their readiness to face and overcome their deficiencies in the subject increases, too. The trainees were less friendly in their initial reflections. The lesson of [05] was described featuring a lot of teacher talk and 'metalanguage'. [05] reflected in post teaching that he expected students to find his lesson new and enjoyable, but it became somewhat complicated. But, he did not panic when he realised that the students were not following the lesson, rather he tried to help them. After class discussion, the trainees finally realised that the exercises were simple and the drawing was reasonably clear; the problem was not with the language but with the lack of

culture in using map to locate places. [05] increased his repertoire of teaching by being able to use several mediums, which seemed to have concretised his awareness of mediums of classroom communication. He continued to make the lesson clear by trying different means, proving his ability to manage unexpected classroom behaviours without panic and anxiety.

Another example is the lesson of [09] on grammar. He wanted to teach grammar by making students first do limited activities of fluency--constructing sentences. He asked students to put some words in sentences. Then, he taught grammar by focusing on the errors made: (1) by repeating the correct version himself; (2) by inviting the responding student to say the sentence again correctly or any other volunteer. His second task was on controlled writing which also focused on accuracy. He asked students to complete sentences using appropriate grammatical forms. This task was easy to do, but he was helping students to consolidate on the accurate use of English.

The lesson of [09] moved from free sentence composition to controlled completion exercises. It looked as if he was moving from complex to simple. Trainees critically reflected on that. He was experimenting with the teaching of accuracy or grammar in the context of limited fluency, however --the sentence. He was observed also consolidating on skills learned: summarised the points of the previous lesson, structured clearly lesson activities, moved in class, checked student activities, elicited, students read the sentences they wrote and during the exchange, forty two turns were realised. The peer teaching reflected that when a trainee reaches the exploratory stage, he/she does not only try new techniques but also develops flexibility in setting tasks.

The teaching practice of [10] could be cited as an example reflecting the process of this stage. He wanted to experiment with the management of giving different tasks to groups to report on. He started by focusing on the skills he already had learned. He elicited from students about the temperature of the day, why they came to school, and about their parents' interest in education. Then, he introduced the lesson topic 'How Abebe joined school', structured, asked students to take notes and discuss them in their

groups and then to write their respective paragraphs. He started telling the story on how Abebe joined school by referring to a prepared text. As the students were organising their notes, he wrote jumbled sentences on the blackboard and asked students to re arrange them in some logical order. Finally, he divided the class into two groups. He asked one group to discuss and select the best paragraph to be read in class and the other one to write a paragraph by re-arranging the jumbled sentences and read it to the class. Then, he invited two students representing the two groups to read the paragraphs of their respective groups, invited class discussion, and concluded by giving students homework--they were asked to write a paragraph on how each of them joined school. The opening of the lesson was creative and indirect. It reflected the trainee consolidating some techniques of teaching writing --listening to note taking, note taking to paragraph writing, rearranging jumbled sentences to form a paragraph. The allocation of tasks, the forming of groups to discuss and report on the tasks that all students did were experimental and creative. These techniques are not used in the teaching of English in Ethiopian high schools. This observation suggests that when a trainee reaches the exploratory stage, he/she increases his/her creativity and informality in lesson presentation and ingenuity in setting and distribution of tasks .

Another example is the lesson given by [04]. He wanted to show how the use of words determines descriptive writing. He introduced the lesson topic ' describing a lion', asked students to describe the behaviour of a lion and what it looks like, wrote the words that could be used in describing a lion, and asked students to use them to complete a text on a lion, and then elicited. His attempt to sensitise students to the use of diction in writing description was experimental.

In the sixth peer teaching [02] wanted to contextualize the teaching of intonation. He started the lesson by using the skills he was familiar with. He greeted students, described a situation where two people were having a dialogue, passed pieces of papers, elicited if students were interested in sports, modelled, invited volunteers to play the dialogue, thanked and appreciated all of them for their good performances. Then, he explained the role of intonation in speaking using the dialogue and tag

questions, elicited for tag questions to show intonation and nine turns were realised. He also used minimal pairs to show the effect of sounds on meaning such as *beat* and *bit*, and elicited for any other minimal pairs. He contextualized the teaching of intonation and some English sounds that are of difficulty for Ethiopians. What was distinctively observed in this peer teaching was the trainee's ability of opening a lesson with the aim of bringing learners to full attention, and he looked successful.

[06] wanted to teach grammar in context. He prepared a text to show the use of plural nouns. Then he explained the rules that govern plural formation of nouns. The lesson started by focusing on the skills already learned: greeted students, reminded students the lesson they had previously. He gave additional examples, elicited more examples from students, organised students in groups and asked them to list nouns that do not follow the rules learned. [04] experimented with the teaching of the production of difficult English sounds using minimal pairs in sentences and connected sentences. He greeted students, structured, organised small groups, passed work sheet, introduced some difficult English sounds to Ethiopians: /th/, /s/, /t/, /z/ and /d/; modelled the production of the sounds, made students practice producing the sounds by using the techniques 'repeat after me' and minimal pairs. Then, he modelled the pronunciation of these sounds by using minimal pairs in the context of single and connected sentences. Students practised reading the sentences by distinctively pronouncing the sounds. Although he focused on the traditional methodology of teaching pronunciation, he consolidated the teaching skills he learned. He integrated the recognition and production of the sounds at all levels : sound, word, utterance or sentence, and connected speech or paragraph. [see also 6.4.3].

7.6.2 Exploring without Consolidating

This behaviour was manifested in trainees who felt that they were lagging behind and who wanted to make by focusing on exploring without consolidating. They tried techniques that were tried by others in addition to trying new ones.

The process revealed the tendency to try many things in a short time. Lessons became complex and difficult to follow. There was excess teacher talk particularly metalanguage. Trainees were observed showing stress and anxiety. Post teaching reflections tend to be less friendly. The role of the trainer is important and during triangulated reflection, attempts made by the peer teacher should be supported. Nevertheless, trainees need to be aware of the need of consolidating what has been learned and increasing their repertoire of teaching skills gradually.

The fifth peer teaching practice given by [08] illustrates this observation. He was trying to experiment with different techniques of teaching writing skills--listening to note taking and then to writing a paragraph, diction, summarising. There were too many to be properly done in one peer teaching. In this lesson, [08] summarised main points of the previous lesson, discussed the purpose of writing, passed a text on 'national and official languages', organised group work, wrote some words on blackboard and elicited what students understood by the terms 'national' and 'official', asked students to take notes, and lectured on the difference between national and official languages. He wrote some words on blackboard--'particular', 'branches', 'state', and 'accepted'--and asked students to complete the text, elicited, and concluded by asking students to summarise the text. This peer teaching revealed that as a trainee leaps into the exploratory stage, he/she tends to be pushed to do many things in a short period of time. But, the reflective methodology was able to bring this behaviour to the fore front to get timely treatment. [08] was one of the trainees who showed leaps in the process of learning to teach. He looked motivated to teach, and consequently, he became over zealous.

7.6.3 Experimenting With What Had Been Tried

It was observed that as some were taking the risk of working with a new technique and/or procedure of teaching, others were skilfully replicating them with some degree of efficiency. This helped them also to increase their practical skills.

Reflections on post teaching remained friendly. The experience of trying what has been tried also gave opportunity for further consolidation.

For example, [11] tried to maximise the utilisation of class time by engaging students doing tasks while he was writing notes on the blackboard. He wrote the lesson topic on blackboard, 'English as international language', asked students to write down the ideas they had on the topic, while he was writing on blackboard fill-in-the blank space exercises. He elicited what ideas students had on the topic; asked them to complete the paragraph; elicited responses. [07] tried the use of jumbled sentences to teach paragraph writing. This has already been tried by [10]. He developed self confidence and implementing new techniques. The use of jumbled sentence in the teaching of writing skills is an additional one to his teaching repertoire.

Another example in this category is [08]. He tried to make students practice to project their voices while speaking by using correct stress and intonation. He passed a work sheet containing a dialogue. He asked students to perform the dialogue by role playing. First he asked two volunteers and then the class to play the dialogue. Then, he modelled the dialogue by focusing on the effect of stress and intonation on meaning--varying the stress of the same word in different contexts and using sentence types (interrogative and declarative sentences) to show the effect of intonation, elicited and checked students' understanding of stress and intonation. [08] opened his lesson enthusiastically, conducted pre lesson activities to initiate learning, integrated the teaching of grammar and pronunciation. This time he focused on two aspects of pronunciation, stress and intonation, reflecting his relative awareness of the need of **lesson specificity and precision of class activities .**

The lessons of [01] and [11] can be taken as examples reflecting this process. [01] gave a lesson on the use of some prepositions. She tried to show the functions of prepositions with the help of a diagram. This helped her to teach prepositions interactively in reference to a diagram she drew on the blackboard-- she explained, cleaned the blackboard, wrote some words, sketched a diagram to help students learn the use of preposition to show positions, elicited for the correct prepositions to be used

in different positions of the diagram. She concluded by asking students to draw pictures showing positions and describe them by writing complete sentences. But this technique was already used by [05]. In this lesson she reflected stability of personality, creativity in lesson presentation and selection of class activities and openness to get comments from peers and the tutor. The sixth peer teaching on speaking given by [11] also focused on intonation. He attempted to implement what has been tried by [02]. He cleaned the blackboard, introduced the lesson topic, 'Conversation', elicited what students understand by the term conversation, read a dialogue and explained, asked two volunteers to play the dialogue, amplified how intonation influences the meaning of a message in conversation .

7.7 Concluding Remarks on Peer Teaching

Peer teaching has been found to be extremely useful and practically manageable in promoting an extended practicum in teacher training. It facilitated the realisation of a positive interaction among the trainees as well as with the tutor. It gave trainees the opportunity to learn from experience in a vivid manner. [see Ellis, 1990]. According to Gebhard and others [1990: 17], "Student teachers should have opportunities to relate their experience in one activity to that of another. It is through relating one experience to another that awareness of teaching behaviour and teaching possibilities seems to evolve."

Through the use of peer teaching the project was able to show that training non-native speakers to be teachers of a foreign language such as English is a complex process and needs professional abilities. In pre-service, it has become apparent that peer teaching can occupy a critical stage. It was observed to be very much dependent on the professional abilities and personal wisdom of the trainer. The trainer must be able to help trainees understand the process. Dow [1979: 22] says, "Mere experience does not itself provide the concepts needed to understand what is going on." Reflection on experience is vital if trainees are to have access to he knowledge base of teaching. [see Arends, 1991]. In this sense, the trainer in away is a source of professional input. Peer

teaching shows whether a trainee can embark on genuine behavioural and attitudinal development to be a teacher or not.

If carefully managed, the peer teaching can resolve some of the problems that trainees face tin learning to become effective teachers. In this project, the trainees were able to (1) recover and clear their minds from feelings caused by the trauma of teaching practice; (2) calm down and stabilise thereby developing self confidence to teach and appreciate the profession; (3) take initiative to explore and learn how to teach thereby developing one's teaching repertoire through experimenting with procedures and techniques. Cripwell and Geddes (eds.) reflect:

> "At some stage the student should be given- and will want- the opportunity to put into practice in the classroom what he has learnt in the college. Students often complain however, of the gap that exists between these two domains. Micro teaching is seen as a useful technique to help bridge the gap. Because the micro teaching setting can be controlled, the relationship between theory and practice can be made more apparent. Attention can be focused on particular skills and strategies before the student practices putting them together in a real classroom." [*ibid.*, 4].

The extended use of peer teaching in the project also revealed that the stages and sub stages that trainees and particularly teacher trainers have to be careful. The first stage is traumatic that the trainer needs to be sensitive to the feelings of the trainees and reflections should be supportive, descriptive and less critical. The stage of consolidation can be followed by a transition to a stage of complacence instead of exploration; therefore the trainer should encourage critical reflection. The transition stage from calming and consolidating to exploration is marked by individual variation resulting in possible hidden conflict. Therefore, the trainer must devise appropriate strategy to promote co-operative learning. In the project, the use of rewarding high achievers for behaviours that promote co-operation was found an effective means to encourage them to explore ways of getting acceptance and recognition by their peers-- attempt was made by the researcher to discourage behaviours that promote one's superiority over the others as a means of achievement, for it was observed generating conflict, and to reward behaviours that lead to achievement by promoting, co-operation,

acceptance and recognition by peers and colleagues. It was observed that the peer teaching if managed cautiously could result in changes of value system appropriate for professional development--achievement is valued in terms of how much one can influence professionally his/her colleagues not on how much he/she looks superior over the others. [see 6.4.3].

The peer teaching revealed that it is only when trainees reach the exploratory stage that they can be described as having obtained desirable attitudinal and behavioural changes to be professional teachers. The experience obtained in this peer teaching has made the researcher believe that *teaching cannot be simply viewed as an intuitive act determined by impulses and reflexes. Teaching is a profession that needs skilful handling and management and teachers have to be trained to teach.* However, the existing practices of training teachers to implement what has been designed by some one according to prescribed instructions and procedures could be deceiving. Such practices may not bring about lasting and developing desirable attitudinal and behavioural changes in teaching.

It was observed that the extended practicum and triangulated reflection facilitated the realisation of optimising of the interaction of classroom variables to make teaching effective. *The peer teaching revealed that it is neither learner nor teacher centredness that makes teaching effective, but the teachers' ability to bring classroom variables, outstandingly the teacher, the learners and the materials in use, into optimum interaction.* The observations in the peer teaching indicated that trainees can achieve efficiency in this process when they are able to explore and edit for appropriateness through the experimentation with ideas that promote abilities to teach thereby increasing the repertoire of their practical teaching skills.

7.8 Teaching in Real Classroom--Bridging the Gap

The reflective methodology used in this project is also assumed to be projective--to bridge the gap between the practices in the training programme and the realities in the schools. Therefore, the practicum was extended to observation and

teaching in real classroom. For this purpose grades nine and ten were selected in a nearby school.

The first stage was observations and reflections of lessons of practising teachers. The trainees with the researcher observed classes of co-operating teachers. They reflected on the classes observed. Fanselow's categories of classroom communication were used to describe classroom events. This was followed by each trainee teaching for a period of ten to fifteen minutes. It was observed that the transition from teaching peers numbering ten to fifteen to that of teaching school students numbering eighty and above, despite appalling weather condition and poor arrangement of programme, was smooth. It was featured by more exploration and consolidation. Trainees showed less anxiety and more confidence. The eleven lessons given by the trainees illustrate this process. In the real classroom teaching trainees showed commitment by their sensitivity to (a) students' feelings and needs; (b) appropriacy of class activities and (c) teaching interactively.

7.8.1 Sensitivity to Students' Feelings and Needs

Trainees were observed trying to attract students' attention by reflecting behaviours that show concern to students interest and needs. Lessons started by warmly greeting students, selecting topics of interest, giving them advise why they need to learn a certain skill and encouraging them to feel at ease and ask questions whenever necessary. [see Table 7.4, below].

Table 7.4: Positive Teaching Behaviours in Real Classroom Setting

Occurrence	Affective	Cognitive
Almost in all trainees	Greeting	Use of topics of interest
Almost in all trainees	Advising/ Encouraging	Use of pre lesson elicits
In most trainees	Dramatising	Integrating the skills

The following examples can illustrate this process. [03] advised and explained what students should do when listening to a reading text. He selected a topic that extremely interested students--'Emperor Tewodros'. Tewodros is credited for his vision of

modern Ethiopia and the attempts he made to bring an end to the era of princes. [08] warmly greeted students and enthusiastically made elicits on the lesson topic, 'Weather Forecasting', elicited what students know about weather forecasting and the type of language weather broadcasters use. [09] did similarly on the lesson topic, 'The source of energy', elicited what students know about the source of energy which they found easy to reflect on. The topics chosen by [08] and[09] are of interest to students because they know what draught and shortage of energy means. [05] greeted students and tried to win students' attention by integrating action and language in teaching the grammatical form 'going to'. [02] warmly greeted students and enthusiastically introduced the lesson on speaking. [see Appendix VII, vol. II for more descriptions and evaluations of the teaching practices observed].

7.8.2 Simplicity and Clarity of Lesson Activities

This was observed in trainees ability to deliver lesson to a large class, use and manage lesson activities. Although some trainees showed mild stress and anxiety, they were able to implement what they have learned in the peer teaching smoothly. The lessons described and evaluated brought some observations that are of interest to teacher training.

7.8.2.1 Clearing the Mind by Getting Acceptance

The peer teaching prepared trainees to think of the activities they need to do to get positive response from students they teach in the school. [03] is the best example in this case for this trainee has been hesitant about becoming a happy teacher of English. He wrote lesson topic on the blackboard, 'Tewodros', structured, explained what students should do while listening, passed a work sheet, containing tasks to be done by students in groups, wrote some difficult words that would appear in the text, instructed students to try to understand the meanings of the words from the context, elicited what students know about emperor Tewodros and if they would like to listen to a reading on Tewodros. The students positively responded. He read the text, instructed students to do the tasks in groups, checked comprehension. The interactive part of the lesson in

terms of teacher and student(s) was relatively long and thirty turns were realised. [03] taught enthusiastically and anxiously. He prepared varieties of activities and consequently he was pressed by time. He read the text twice although his reading was not clear, but the students were able to follow him easily. The class participation was satisfactory. The transition from peer teaching to real classroom teaching was relatively smooth, although the feeling of anxiety was visible. But he reflected that the response he was able to generate from students boosted his morale to be a teacher of English. Since then he looked a happy candidate. [see Arends, 1991, on the socialisation of beginning teachers].

7.8.2.2 Transferring of Skills Acquired was Easy

It was observed that once behaviour is instilled transferring it to different circumstances is not a problem. This has been the typical behaviour of trainees who participated in the project. For example [08] did not show any trouble as he did in his first peer teaching in giving a lesson to a large class. He structured, passed a work sheet containing varieties of tasks to be done, read the text on weather broadcast on different regions in Ethiopia, drew a map of the country, read the text again, elicited student responses and sixty turns were realised. He concluded by accepting a comment from a student that the answer given to one task was not correct. [08], unlike the first peer teaching, was in control of his language and class. He was able to give clear instruction and manage procedures of teaching --did pre listening activities, used **varieties of tasks, non linguistic visual (map), distributed elicits, accepted student** comments. He was, all in all, observed making a smooth transition from peer to real classroom teaching and looked as if he was working in a familiar environment .

Another example is the lesson given by [09]. He read the text on listening comprehension, elicited and twelve turns were realised. He presented the lesson modestly, gave two types of tasks, one requiring individual work and the other group work. He was observed managing class activities without any visible feeling of

anxiety. His transition from the peer teaching to the real classroom teaching was smooth. He looked confident, comfortable and happy; and was able to implement with facility the skills he learned in the peer teaching.

7.8.2.3 Taking Classroom Challenge as a Norm in Teaching

Trainee were observed taking classroom challenge as an opportunity for exploring new ways of teaching to make the lesson as effective as possible. The lesson of [05] demonstrated the effectiveness of teaching a grammatical form through the technique of recycling. He used different activities to teach the form 'going to'. It is believed that limiting the content in focus and increasing the activities and practices that illustrate it create an opportunity for learning language subconsciously, thereby facilitating the acquisition of the language by approximating the natural process. [see Krashen, 1981, 82].

In this teaching practice, the trainee reflected not only creativity but also stability in his teaching behaviour. He structured the lesson on the use of the grammatical form 'going to', explained, elicited about other grammatical forms used to express future action and students were observed responding enthusiastically, asked students to make complete sentences using 'going to'. Then, he passed pieces of paper, invited two volunteers to play a dialogue, then the whole class. He drew sketches depicting the people involved in the dialogue and the background story (shopping). The class became noisy and the laughing was sensed to be natural. Then, he elicited several responses on the use of 'going to'. He mostly used the physical response method, and thirty turns were realised. He concluded by asking students to make a story about the teams that would be playing the football match on the following Sunday. The lesson was creatively presented and the candidate looked as if he was at home. His teaching did not only feature a smooth transition but also continued to be exploratory. He explored the use of physical response method in the teaching of grammatical forms; consolidated his ability to contextualize the teaching of grammatical forms by integrating listening, speaking and reading, and treated errors.[6.4.3].

7.8.2.4 Inspiring Exploration

Facility in skills of teaching inspired trainees to explore and to become creative in lesson delivery. [02] was observed trying to make students speak with feelings and body reaction. He tried to make students learn to use body language and express feelings while speaking in situations of unexpected encounter. In the dialogue, one of his characters, Solomon, fearfully expresses his intention to Aster that he wants her to be his girlfriend and Aster reacts with a surprise. This part of the dialogue helped students to be able to express themselves with feelings, giving language use in the classroom some life. In this attempt he was observed exploring tasks that would make a lesson genuinely communicative. Since he had an experience of four years of teaching the transition factor was not expected to be a problem for him. He was confident and looked at home with the students. He was observed showing increasing sensitivity to students' needs and interests, involvement and precision in selecting and presenting lesson activities. He passed pieces of paper with a short dialogue, asked students to read the dialogue silently while he was drawing sketches, explained the background of the dialogue which he personally modelled. Then he invited volunteers to role play the dialogue. He congratulated them, and then focused on the production of some difficult sounds in English. He used the techniques of 'modelling', 'repeat after me' and 'minimal pairs'. He enthusiastically presented the lesson, and succeeded in generating student participation--organised group, whole class, individual classroom activities. [see 6.4.3].

7.8.2.5 Efficiency in the Execution of Lesson

As trainees develop abilities in class management they looked calm, gave specific lesson objectives and clear instructions. Outstanding teaching behaviours observed are tabulated on the following page:

Table 7.5: Teaching Behaviours Reflecting Efficiency in Lesson Execution

Occurrence	Affective activities	Cognitive activities
Almost in all trainees	Interests of students	Topics of interest
Almost in all trainees	Listening to students	Giving clear instruction
Almost in all trainees	Overcoming boredom	Use of varieties of activities
Almost in all trainees	Classroom is noisy	Students work in groups
Almost in all trainees	Giving individual attention	Checking of learning
Almost in all trainees	Raising curiosity to learn	Change of medium
Almost in all trainees	Negotiating time on task	Use of work sheet

The behaviours tabulated above were reflected in the teaching practices of trainees. [see Appendix VII, descriptions of lessons given at Yekatit Comprehensive Secondary School]. The trainees showed sensitivity to the interests of students. They selected topics of interest, gave clear instruction, encouraged student participation, used varieties of tasks, and tried to regulate pace by checking learning and using work sheet.

The following examples can be cited to reflect the observations made above. The lesson of [06] reflects the quiet but effective teacher of English. He did a number of activities but spoke little. He structured lesson activities, passed work sheet, organised students into groups, asked students to read silently and do the tasks in groups, moved around and checked comprehension. He used tasks like wh questions, fill-in the blank space, distributed elicits. His transition from peer teaching to real classroom teaching was so smooth that it was completely unnoticeable. [10] gave a lesson on vocabulary which illustrated his skill in making lesson specific--the ability to learn words from context. He also experimented with the use of pictures to help students to follow the sequence of events. He elicited what students do to learn new words, then focused on the ability of learning words from context, explained the use of contextual clues or indicators in guessing intelligently to learn the meaning of unfamiliar word. Then, he passed a short text, asked students to read and work out the meaning of words underlined from the context, organised students to work in groups, checked group activities by moving around. The class became noisy and students were busy working on the tasks. In the meantime, he drew a sketch reflecting the story on the blackboard, checked whether students were through the tasks, elicited, and checked

learning. He looked happy and the transition was smooth and was able to work with the techniques he learned with ease and facility. He succeeded in his experiment in the use of pictures to help students see the sequence of events in a story, which made the use of context more visible to students. [see Appendix VII, vol. II for detailed descriptions and comments, and Table 6.3 drawn from trainees' reflections].

7.8.2.6 Taking Decision-- Not Panicking

The peer teaching prepared trainees to be able to take decision when encountered with unexpected problem. It was observed that when trainees found a lesson activity not working, instead of panicking or showing anxiety, they passed to the next activity. [see also 6.4.3 reflections given by trainees in relation to this point]. The lesson of [11], although it was partially recorded, for the video camera run out of battery illustrates this point. He wrote the lesson topic, 'Smoking', on blackboard, elicited what students know about the consequences of smoking. The students remained silent. He hinted, but they remained silent. Then he instructed them to take notes, explained that smoking is hazardous to health and wastes money, read the text on smoking, asked students to discuss their notes in groups and write a paragraph on the topic. Then, he asked some students to read their paragraphs and checked errors of grammar and flow of content.

He was teaching the skill of note taking to paragraph writing by integrating the skills of listening and writing. He made pre listening elicits, but his language was complicated for the students and did not get the responses he expected. Then he had to explain the effects of smoking on health and money. His language problem has been observed complicating the elicits he made through out the practicum. He sometimes looked towards the floor, giving the impression that some philosophical thoughts were being processed in his mind. This behaviour was observed reducing his effectiveness in class management. The transition, nevertheless, was smooth. There was no visible sense of stress or anxiety. The teaching practice of [11] suggested, however, that helping trainees to compensate their language deficiencies by focusing on procedures of

teaching does reduce the magnitude of the problem. But the lack of satisfactory facility in the subject is an obstacle that the practicum could not satisfactorily overcome. This implies that in the selection of candidates, this should be seriously considered. Although all trainees reflected that the participatory nature of the project facilitated the opportunity to learn not only how to teach but also to develop their English, the researcher thinks that there should be some minimum standard that a trainee should satisfy before he/she joins the training programme .

Another example is the lesson of [07]. He wrote the lesson topic, 'honey' on blackboard, but spelled it as 'haney'. Some students stared at the word and some were laughing. He realised that he wrongly spelled the word and corrected it. He did not show any visible sign of embarrassment, except he smiled while correcting it. Then, he moved right away to the activities that followed-- elicited what students know about honey, asked students to listen carefully, read the text on 'honey', passed work sheet, organised students to work in groups, elicited individual responses to the tasks to check learning, and thirty nine turns were realised. He focused in the skill he has developed as a speciality--group work. He was observed trying to show his good quality to students to create a good impression. This suggests how much he thought of his lesson in terms of learners, which in turn signals commitment. [see Table 7.5]. His management of group work and the manner he run the interactive part of his lesson was satisfactory. Nevertheless, he was observed lacking confidence in his English language ability. He looked shy and was at times speaking so fast particularly in evaluating the responses. His follow ups were the usual short ones --good, very good, excellent; and did not give extended follow up to amplify or explain some points that needed clarification. The transition, however, was smooth.

Other examples that reflect this process are those given by [01] and [04]. When [01] presented the lesson on sentence composition, the school atmosphere was noisy. It was also raining heavily and students congregated in the corridor were making lesson presentation difficult. But she continued teaching. She explained the purpose of learning to write in general and the need to write grammatically accepted sentences in

particular, elicited students' learning experiences in writing English. She focused on the ordering of sentence parts in terms of subject, verb and complement. Then, she gave tasks containing sentences with jumbled parts and asked students to reorder them. In her teaching practice, she did not show any visible stress and was able to manage the class well. The transition from the peer teaching to the real classroom was smooth.

[04] had to teach after school hours. Students who were congregated in the corridors could not go home for it was raining heavily. They continued to shout sometimes bumping the door of the classroom. But he managed to keep students calm and continue teaching. He cleaned the blackboard, greeted students, introduced the lesson on pronunciation, wrote some words on blackboard, made students pronounce the words by repeating after him, wrote sentences on the blackboard having minimal pairs such as *'rid'* and *'read'*, asked students to repeat after him, then, cued the production of difficult English sounds using minimal pairs.

He repeated the lesson he presented in the peer teaching, making some improvements. He used the traditional method of teaching pronunciation which students looked enthusiastically following. The use of 'repeat after me' and 'minimal pairs' were observed to be effective in the teaching of English sounds. In fact the noise created as the result of repeat after me seemed to have neutralised the effect of the noise that students were making in the corridor. [see Brown in Celce-Murcia and Mc Intosh, 1979]. It was, however, observed that the use of many minimal pairs in sentences and asking students to practice pronouncing them by reading aloud looked unrealistic and discouraging. The practice demanded too much muscular flexibility which may not be a necessity in normal conversation. The natural effect of the context on the articulation of sounds which linguists call assimilation was distorted. Students were producing funny sounds as they were trying to articulate the sounds. [04] was exceptional for he looked at ease and comfortable while delivering the lesson on pronunciation.

The transition from peer teaching to that of the real classroom was observed to be all smooth. The teaching of a large class in an unfamiliar environment, the difficulties encountered in arranging suitable time and the bad weather (heavy rain) did

not create visible stress in trainees during the teaching practice at Yekatit Comprehensive Secondary School. In fact, trainees willingly blocked some of the sessions of the regular classes in order to see themselves performing teaching in real classroom. They were interested to have extended observation and teaching practice in the school. (The teaching practice at Yekatit was to be cancelled when the researcher and the Addis Ababa based supervisor, Dr R. B. Hicks, found out that students free time and that of the school could not be arranged, at all) .

7.9 Summary and Conclusion

The practicum realised in this project focused on peer teaching. The real classroom teaching was made to see what the transition could look like. Peer teaching enabled trainees to reach the exploratory stage of teaching which was characterised by commitment and the desire to learn to explore and explore to learn teaching. In the project trainees have been observed trying to be innovative to make teaching as effective as possible. What Wallace, observed [1991: 166] has been supported in this project:

> "In many situations teachers themselves are not recognised as possible agents of change, even in a very limited way: innovation is always a top-down affair. Such innovation very often does not have its maximum input because the teaching force is largely passive and reactive. To overcome this two types of changes are necessary. The first is in management style and procedures. The second is a change in the teachers' perceptions of their role. If foundations have been laid where during their training period, at least some teachers have had an opportunity to be reflective and collaborative, then it might be possible for their professional expertise to be harnessed to implement innovation more effectively."

The use of recorded classroom lessons for reflection and observations of real classroom teaching in the school where trainees made teaching practice helped them to be in touch with school realities that they have passed through as students just a few years ago. This brought to light trainees language learning experiences and their conceptions of effective teaching of EFL into active memory. It facilitated the realisation of the process of conceptual restructuring and synthesis in learning to teach.

The reflective methodology succeeded in helping them to bring about the optimum realisations of their capacities to learn to teach. The use of descriptive

feedback promoted openness and reduced the fear caused by the threat to one's survival that students or trainees experience in a classroom environment. It was able to bring to the fore front the behaviours of trainees that can seriously determine their roles in the profession. How these behaviours are managed in the pre-service training by the teacher trainer(s) running the programme determines the outcome. Hence, the role of teacher trainer(s) is not only significant but decisive. And as a corollary, teaching is a profession that needs professional training. But training programmes need continuous appraisal to asses their abilities in promoting educational objectives in the light of fresh observations and findings.

The researcher tried to minimise intervention and focus on facilitation in order to explore and understand the methodological process that helps learners to be able to realise and utilise their capacities to learn. But it was explored that intervention by teacher trainer is not only inevitable but necessary so long as it is reasoned and presented in a way trainees can understand and appreciate. Consequently, the practicum was observed to be much dependent on the trainer's ability to manage activities and suggestively direct them. But maintaining trust and cordial relationship seems to underline effective management of the practicum. In the project the trainees were listened to and they were helped to understand themselves. This facilitated their readiness to learn and develop desirable attitudes and behaviours to be professionals. [13] reflected during the closing ceremony saying that the project opened a new type of relation between students and lecturers--'The research has been indeed a voice raiser, mouth opener'. What Norrish in his article, 'Mind the Gap' [1991, mimeographed] calls 'a more open and positive ethos' in the relation of teachers and teacher trainers is realised as a matter of practical value. The practicum uncovered that *it is the principle of optimisation of the interaction of classroom variables that underpins effective teaching. The role relationship is tri-dimensional: top down, bottom up and bottom bottom. Both top down and bottom up reflect vertical relationship and the bottom bottom reflects horizontal relationship.*

CHAPTER EIGHT

SUMMARY OF FINDINGS, RECOMMENDATIONS AND CONCLUSION

The research has attempted to explore the process of language teaching and EFL teacher education. In this exploratory study, as the name suggests, initial research frames have changed not only significantly but drastically. The process entailed practical experience, reflection and learning. In an attempt to explore homogeneity in teachers' perceptions of the profession, the researcher explored variability.

The initial intent of the researcher was to see the correlation of teaching practices and their underlying principles in order to prescribe a teacher training syllabus as done in process product research paradigms. However, the researcher learned through experience that this approach neither describes the process nor helps much to understand the teaching and learning process. Moreover, relational studies involving such small groups are hardly valid.

The researcher found the variability test to be an appropriate indicator of level of shared perceptions--the smaller the group the more likely is variability to be lower. If variability is observed to be high in small group of the same category, it is predicted to be high in a big group. Variability as an indicator of lack of practical experience or limited teaching repertoire has been confirmed in this project. [see Chs IV and V]. This test can be used to predict and show whether a teacher training programme has achieved in bringing about desirable behavioural and attitudinal changes. Better items can be designed depending on the objectives intended to be achieved.

The sign test which the researcher also learned about after the research was complete was found out to be an appropriate indicator of changes in preferences thereby predicting changes in perceptions. It goes along with the variability test. These statistical tests are not used in the research literature of ELT. This could be the first time, as far as the researcher's understanding goes, that such tests have been put into use in ELT. Future experience and research can testify the relevance of such tests in educational research.

The researcher's experience goes parallel with what Grimmett [1988: 6] called the paradox of learning, 'One cannot know without acting and one cannot act without knowing.' He elaborates by referring to works by Schön [1982, 87]:

> "The paradox of learning consists in a student not understanding what he or she needs to learn and yet only being able to begin the process by acting as if he or she understood. This 'launching out' is a necessary precursor to knowing that something exists and to knowing how something functions. This preliminary step is neither blind nor certain, rather it is steeped in the kind of experiential doubt and perplexity that a person's mind inevitably seeks to resolve. As such, the paradox of learning is an essential characteristic of reflection." [*ibid.*, 8].

8.1 Summary of Findings

A number of observations have been noted in the various sections of the thesis. The following observations and findings are highlighted through out the work.

(1) The study has suggested that problems of English Language Teaching as far as the Ethiopian experience goes emanate in the ways teachers are prepared in the training institutions. Teachers are not helped to develop professional knowledge. [see Ch. IV, concluding remarks]. They lack adequate practical teaching skills and professional awareness to be effective in their practices. Studies made by directly observing classroom teaching practices have also suggested the existence of limited teaching competencies in language teachers. The Ministry of Education report [1986, a: 15 cited in McNab, 1988; 127] regarding the methods of language teaching used in the schools, says: "Classroom observations were made by the ERGESE research team and they concluded of teaching methods in general that 'the lecture and question answer method dominate. Teachers do not teach in a practical way. Only 4.1% of teachers observed were using teaching aids." Observations made at Yekatit Comprehensive Secondary School and the two lessons recorded for reflection support the statements made above. [see Appendix VII, vol., II].

(2) The data collected using the core questionnaire showed the existence of very strong variability among the different groups of respondents on their preferences to the items treated. The variability observed suggested the lack of practical teaching skills in teachers.

[see Ch. IV]. Insignificant variability was observed in items that reflect the practical teaching experience of teachers in the classrooms of Ethiopian schools. This observation implies that shared perceptions among teachers remain to be too weak to facilitate professional growth and development. Thus, the cause of variability was hypothesised and later supported in the longitudinal study to be lack of a training methodology that promotes behavioural and attitudinal changes. [see Ch. V]. The trainees surveyed also showed very significant variability reflecting limited practical learning experience. Insignificant variability was seen in items that reflect class room learning experience--the learning which is induced by teacher activity. The training methodology used in training institutions and as a corollary the English teaching methodology used in schools does not project learning. [see Ch. IV].

(3) The Ethiopian experience shows that English language teaching is not guided by what teachers think is appropriate, but by what is prescribed in the text book. Observations made at Yekatit Comprehensive Secondary School and the teaching of the trainees in the initial stage of the practicum reflected this reality. [see video cassette one]. Variability lowered in items that reflect practices used in English for New Ethiopia. [see Ch. IV]. Although textbooks and other teaching materials form an important variable in the classroom teaching and learning process, the teacher input and role is decisive. Similarly learners willingness to learn and co-operate determines the outcome of teaching. [see Rogers, 1983].

(4) The research has supported that reflection before and after practice teaching sharpens learning experience. The purpose of conducting pre teaching discussions was to ensure that teachers relatively know what they want to implement in the classroom. As Shulman [1988: 33] puts it:

> "Teachers will become better educators when they can begin to have **explicit answers 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 practical experience and reflection on theoretical understanding."

The reflections on background knowledge namely on trainees' conceptions of language learning and teaching, beliefs and values; the reflections on existing practices of language teaching; and the exploration of teaching through description and experimentation enhanced the process of learning to teach. It facilitated the process of learning through the reconstruction of experience. As the process was set in motion, the researcher's obscured notion of reflection in teacher training took also shape and the reflective methodology [see Ch. II. Figure 3] was reconstructed. It optimised the interaction among teacher educator, trainees and the teaching resources. The contradictions between teaching and learning; and between teacher education as training and teacher education as development are all resolved in favour of learning to teach and teaching to learn.

(5) The research confirmed that putting trust on trainees as responsible learners and potential teacher candidates enhances the process of learning to teach. Establishing the trust between teacher educators and trainees is the primary task in a learning centred teacher education. [see Ch. VI, this vol. and Appendix VIII, vol., II]. Carl Rogers [1983: 25] reflects:

> "Little by little, I learned that if I trusted them more as essentially competent human beings, if I was truly myself with them, if I tried to understand them as they felt and perceived themselves from the *inside*, then a constructive process was initiated, they began to develop clearer and deeper self-insights, they began to see what they might do to resolve their distress, and they began to take the actions that made them more independent and that solved some of their problems."

(6) Teachers can be helped to break defensive barriers that block them from self realisation and learning from others. The use of descriptive feed back and reflection on practice is an effective technique to promote openness and understanding in the training process.

(7) The research supported the idea that a process of collaboration and co-operation can be implemented in initial teacher training. The traditional role of the teacher trainer as a judge or model has been systematically reduced to that of a collaborator and facilitator without

loosing his/her status and causing any threat to his/her position as an educator in this study. [see Ch. VI, trainees' reflections on the role of the researcher]. What is indeed remarkable in this process is that the teacher trainer as experienced by the researcher, himself also opens his/her mind to the process of learning by undergoing renewal, winning heart felt and genuine respect from his/her students and becoming more confident as a practitioner and teacher educator than ever. In this process it is not only the trainees that are helped to be 'whole person' but also the teacher educator. [see Appendix VIII]. The learning experienced in this process is what Rogers [1983] calls 'significant or experiential learning':

> "It *has a quality of personal involvement* --the whole person in both feeling and cognitive aspects being *in* the learning event. It is *self-initiated.* Even when the impetus or stimulus comes from the outside, the sense of discovery, of reaching out, of grasping and comprehending, comes from within. It is *pervasive.* It makes a difference in the behaviour, the attitudes, perhaps even the personality of the learner. *It is evaluated by the learner.* She knows whether it is meeting her need, whether it leads toward what she wants to know, whether it illuminates the dark area of ignorance she is experiencing. The locus of evaluation, we might say, resides definitely in the learner. *Its essence is meaning*. When such learning takes place, the element of meaning to the learner is built into the whole experience." [*ibid.*, 20].

(8) Improving the teaching of English still has a bright future in Ethiopia. The survey study demonstrated the feasibility of promoting effective teacher training to overcome the existing problem of teacher incompetence. In the cross sectional study, the overall trend of preferences of the four groups treated indicated a shared tendency among the groups in value attachment to the items treated. Closer trends were observed between school teachers and university lecturers on the one hand, and both groups of trainees (who followed either the old or new syllabus), on the other. All groups generally indicated a positive attitude towards the language, the profession and the teaching of language as communication. They generally agreed that teacher incompetence contributes significantly to the existing problems of teaching English in the schools. They think that teachers are not satisfactorily prepared to deal with the school problems. This suggested that there is shared awareness, although this may not show commitment, to be exploited for the purpose of improving the

teaching of EFL. In the longitudinal study, the feasibility of promoting effective teacher training was supported. [see Chs V, VI, and VII this vol., and Appendix VIII, vol. II].

(9) Teachers can be trained to assume full responsibility of teaching and to embark on professional development. "Achieve more independence from authorities of any kind, academic or official, who are frequently overworked, in short supply, or else whose contributions are perceived as largely irrelevant to teachers' own situations." [Norrish, 1991]. In this endeavour, the use of exploratory micro teaching is an effective technique to prepare trainees for such a responsibility before they start teaching in schools. [see Ch. VII].

(10) Teacher training has to be supported by research in order to use appropriate strategies. The data collected in the survey study helped the researcher to design strategies of teacher training with the intention of promoting professional abilities in the teaching of English. The study revealed that teachers lacked practical experience and procedural abilities to promote their teaching competencies. Thus, the reflective methodology was reconstructed and put into operation. Although the time and the working condition were not conducive, the training strategies used [see Ch. II, Figure 3 and the discussions on the reflective methodology] helped trainees to reflect features of professionalism. [see Ch. VII, the exploratory stage of the practicum; and Appendix VIII for trainees' evaluation of the project activities]. Variability was significantly reduced, the positive attitudes observed at pre project were promoted, desires to teach effectively were also transformed to be practical teaching behaviours of trainees as reflected in Chapters V, VI, and VII.

(11) The study revealed that the role of the teacher trainer in reflective practicum is decisive. [see Ch.. VII]. As trainees passed through a process of practical experience, they underwent through critical stages that require reasoned intervention by the teacher educator: trauma, calming and consolidation, transition and exploration. The reflective methodology used was able to bring hidden behaviours to the surface. The timely treatment of these behaviours was necessary in order to help trainees to embark on professional

development. Trainees hidden beliefs about the teaching of English and the English language teacher have been reflected. The belief that English language teachers should be 'native speakers' or 'near native speakers' underpins their internal fears. This inhibits their professional development. Dealing with such issues and discussing the purpose of teaching English and the process of developing competence in the target language can relieve trainees from such fears. The trauma caused as the result of a gap between what trainees aspire to do and what they can actually perform should be carefully treated during the practicum. They should be helped to calm down and continue learning to teach. The study also uncovered the existence of conflict between 'high' achievers and the average ones. 'High' academic achievers are taken as threats to the survival of the others. This belief is instilled by the grading system of the university. The awarding of grades is done by comparing the performances of students against each other. One's success is based on another one's failure. This hinders co-operation and causes anxiety as some trainees advance to the stage of experimentation and exploration. This has been tackled by the use of selective rewarding. Behaviours that promote co-operation, tolerance, appreciation and understanding were supported; and behaviours that promote conflict such as ridiculing, judging and fault finding were discouraged. [see Ch. VII]. The attitude of self complacence is also a behaviour realised in trainees that teacher educators should carefully handle. This behaviour is revealed in trainees who are either over confident or who lack ambition to do some additional efforts to be effective in their practices. In the project it was manifested in the form of poor lesson preparation, wasting learners' time by writing long texts on blackboard and overuse of affective behaviours either supportive or reactive. Critical reflection is an effective technique to tackle such behaviours.

(12) The study reflected that in the teaching of foreign language, the teachers' ability to initiate, maintain and project learning is more important that the content coverage. [see Ch. VII]. During the initial teaching practices, trainees focused on the content matter of their respective lessons. However, they gradually realised that they should focus on procedures of teaching dealing with both affective and cognitive variables. This phenomenon can not be described in Fanselow's categories. Educators have been speaking about creating the

social climate of learning, psychologists have been speaking about the role of affective and cognitive variables in the learning process, classroom researchers such as Flanders and Moskowitz describe the process in terms of indirect teaching behaviours of "successful" teachers. In this project the researcher has described this in terms of *mood of learning: initiating, maintaining and projecting learning*. The practicum revealed common behaviours that trainees did to bring learners into the mood of learning when they opened, proceeded with and closed their lessons. Supportive affective behaviours such as smiling, greeting and breaking the traditional norms of classroom by cracking a joke were observed as affective strategies used by teachers to bring learners to the learning mood. Cognitive strategies such as eliciting or giving a summary of a previously given lesson or asking general questions felt to be within the domain of learners' knowledge, but which are remotely related to the lesson that follows were used to initiate learning. Giving advice, varying class activities, moving in class and releasing tension by making students laugh were some of the common strategies trainees used to maintain the learning mood. Summarising points learned, checking learning through the use of interactive turns (eliciting, nominating, receiving response or reply, evaluating or follow up), inviting students to raise questions on lesson coverage that was not clear, giving assignments were used to project learning. As trainees reached the stage where they started increasing their repertoire of teaching skills through experimentation, they were observed promoting participatory teaching through the process of editing teacher talk in terms of relevance and appropriateness. [see Ch. VII].

(13) Based on the observations made in the practicum, the study described 'effective' teaching as a process realised when a teacher is able to bring classroom variables into optimum interaction to increase learning outcome. The research suggested that learning is optimised when a teacher prepares and executes his/her lesson not in terms of the prescribed syllabus but in terms of the behaviours of his/her students. This process was observed taking place as trainees continued to develop the confidence to learn from the teaching practices, they made and observed. This study suggested that 'effective' teaching is neither teacher centred nor learner centred. It is a teaching realised when the teacher is

able to bring classroom variables namely the teacher, learners and teaching aids (text book, teaching materials and other aids) into optimum interaction. Although the primary target of behavioural changes are the learners themselves, the relationship is a tri-dimensional process of top-down, bottom -up and bottom -bottom. The students learn from the teacher, the teacher learns from the students to make subsequent teaching better and the students learn from each other. This process is graphically represented as follows: [see figure 4, below].

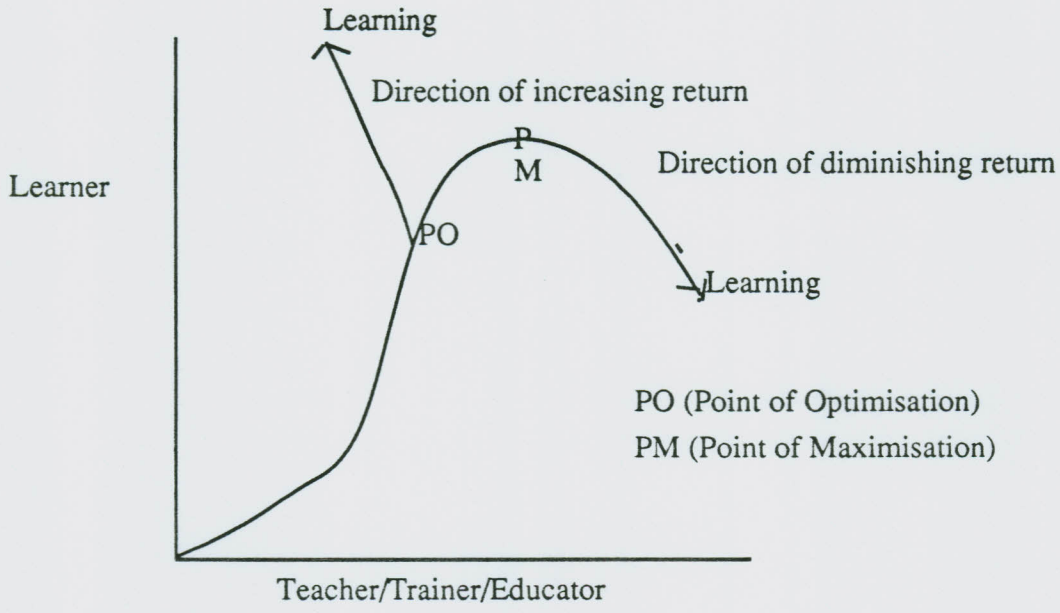


Figure 4: Teaching and the optimisation of classroom learning

Figure 4 is a conceptual representation to show the direction of 'effective' teaching as has been envisaged in this research. The vertical axis represents the learner(s), and the horizontal axis represents the teacher trainer/ educator and in the school situation the school teacher. The optimisation of classroom learning is differently positioned from the maximisation of classroom learning. [see Figure above]. With excess teacher input such as drilling learners to behave in some prescribed ways, outcome of teaching can be temporarily maximised, but the input of the learner in essence declines. As soon as the reinforcement coming from course or teacher or teacher trainer requirement is withdrawn, learning can take the path of diminishing return. The traditional top down process of teacher training is assumed to lead to such results. This is because the responsibility of

exploring and identifying what skills should be required is left to the teacher trainer. The main duty and obligation of the trainees being limited to the mastery of specified competencies. In the Ethiopian context, as suggested in this limited exploratory study, teachers and students do not seem to increase their repertoire of teaching or learning after they live school. The conceptual path of diminishing return of learning outcomes rather seems to work. But this process can be corrected by promoting reflective teaching.

The Longitudinal Study reflected that teachers can be helped to assume the responsibility of learning to teach. As trainees assume the responsibility to work collaboratively with their equals as well as their superiors they follow the path of increasing returns or professional development. [see Figure 4]. In this project, this process manifested as trainees embark on exploring, experimenting and consolidating teaching. [see Ch. IV]. The study revealed that while teaching for the purpose of optimising learning is observed to be the driving force of teacher trainees who underwent a reflective practicum, how it is translated into practice significantly varies from teacher to teacher. It also varies within the same teacher's performance as dictated by circumstances. In the Longitudinal Study trainees varied in their practices of promoting participatory teaching.

(14) This project reflected the idea that large classes make the teaching of language use impossible has been shown to be an exaggerated belief. Trainees were able to promote communicative language teaching during their first encounter of real classroom teaching. They were able to organise group work and use tasks that engaged students in class discussions. They were able also to select and write classroom teaching activities appropriate to their lesson plans.

8.2 Recommendations

For the preparation of effective EFL teachers at the pre-service level, the project has shown that a reflective methodology as described in Chapter II is appropriate. The operationalisation of this model remains tentative and subject to discussion by departmental staff. The researcher thinks reflective practicum could be operationalised by taking into consideration the existing constraints of programming of the Institute of

Language Studies and regulations on course change of Addis Ababa University. Based on the observations made in this project the following recommendation are thus made:

8.2.1 Language Improvement

Non native teachers of English are not only teachers but also learners of the language. They have to achieve relative degree of proficiency in order to be confident teachers in their practices. [see Ch. VI, reflections of trainees on effective teaching]. What has been observed in the trainees at the initial stage of the practicum is lack of adequate practical learning experience in the use of the target language. One main cause of trauma for most trainees was because they were aware that their English knowledge was not satisfactory. [see Appendix VI, vol. II]. As the project focused on class discussions, reflections and lesson presentations, the spoken English of the trainees showed improvement. The diary writing also helped them to improve their writing abilities. The written evaluations they made at the end of the project were considerably better and clearer than most of the writings in the diaries. Thus, the following points are recommended to be helpful in improving the English of trainees:

(1) The teacher training methodology should be able to integrate both language teaching and learning. Trainees must be able to reflect on their practices not only orally but also in writing. Activities that involve reading and writing should be included. The diary writing in this project was mainly used for the purpose of collecting data, but it can be encouraged. Other forms of Journals can also be used.

(2) The Department offers language improvement courses in speaking, writing and reading. Listening is taken as integral part of speaking. The purpose is to bring learners to the level where they can be said to have satisfactory abilities in the language to work as teachers. The project experience made the researcher believe that if considerable attention is given to practical activities in the teaching of language improvement courses, student teachers can make significant changes. [see Appendix VIII, trainees' reflections on their language improvement].They can be encouraged to learn the language on their personal effort

without the reinforcement of course requirements. When the project commenced, candidates showed considerable language weakness that are not expected of teachers who will be teaching in the senior high schools. This suggests that practical learning experience has not been given due attention in the courses offered, at least those that are the prerogatives of the Department of Foreign Languages and Literature. Taking the observations made in the practicum, the following areas need focus for trainees' language improvement:

(1) Trainees should be helped to develop strategies in listening, speaking, reading and writing through extended practice focusing on the clarity of ideas. They should be helped to develop abilities to see relations between ideas, to present one's thought in simple and clear English in speaking and writing, to understand and interpret what is listened and read.

(2) Trainees must be helped to get adequate experience to develop the power of expression by learning the pragmatic use of vocabulary and idiomatic expressions. They must have satisfactory understanding in the correct use of grammar, spelling, punctuation, and mechanics. They must be helped to make their pronunciation reasonably intelligible by giving them adequate practice in the production of English sounds, stress and intonation preferably in connected speech.

(3) Tasks appropriate to the development of classroom language should be focused on to help trainees to acquire facility in the use of classroom language.

(4) The language labs should be open to students during working hours to make use of the facilities. Trainees should be encouraged to make use of these facilities.

(5) Other alternative activities and resources such organising magazine club, debating society and the like must be available to enrich student experience in learning the language.

8.2.2 Methodology

The offering of courses in language teaching methodology remains central in the training of language teachers. Learning how to teach a language is a professional domain. A teacher needs to have adequate knowledge in order to understand and explain classroom occurrences. Educational knowledge is a social product which is negotiated and scrutinised by concerned people. Thus, the training methodology as demonstrated in this study should base its practices on the following assumptions:

(1) Trainees are humans. They come to the training programme with beliefs, values and expectations about teaching and learning. They have feelings, aspirations and problems. They have to be treated for what they are, not for what the teacher trainer wants them to be.

(2) Trainees' background knowledge should be given due attention as a major component of the training programme for reflection and discussion. [see Ch. II, and also Appendix II]. The reflections on what trainees bring into the training programme can facilitate not only learning through assimilation but also through accommodation. Since this underpins recognition of trainees as responsible participants in the training process, it promotes openness, co-operation and exploration.

(3) Existing practices of teaching should be negotiated and reflected upon in terms of practicality and efficiency. Teacher education is rich in experiences and reflections about teaching and learning. Trainees have to be exposed to some of the outstanding practices not only as aspects of teaching competencies but also as tasks of learning experiences in the profession. Task based training activities can be used for this purpose. [see Appendix III].

(4) Trainees should be able to explore and experiment with new ideas to increase their teaching repertoire. The purpose of teacher training should be to put the teacher in the process of learning to teach. Therefore, it has to be projective. [see Ch. II, Figure 2 and following discussions]. The learning process has to follow the path along towards increasing returns of learning outcome to ensure professional development. [see Figure 4, this Ch.].

(5) Issues that influence trainees' thinking, belief and value system should be discussed and criticality reflected to bring about desirable attitudinal and behavioural changes. [see Appendix III, on facts and opinions on the teaching of English in Ethiopia].

(6) Practical experience of teaching should be promoted by using exploratory micro/peer teaching and school based teaching practice (the practicum). In order to make the offering of methodology courses effective, the practicum should involve capable and experienced instructors in the profession if a reflective model is to be of practical value. What is relevant is the deployment of teachers with professional abilities as described by Ashton [1983: 13]:

> "The trend towards professionalism within initial training does present enormous problems for training institutions and schools. Perhaps most difficult is a likely mis-match between the tutor competencies of developing the academic aspects of their work, but relatively little of the professional emphasis which seems likely to become dominant. Hence there is a need to explore the roles and relationships which may be appropriate to new professional situations.

At present the methodology courses offered by the department are undergoing considerable changes. Attempts are being made to strengthen practice and reflection. What may be needed is to utilise the time allocated to the course Subject Area methods to school based practicum. It can be called Practicum in Subject Area Methods or EFL.

In the long run some basic changes have to be made if professionalism in education is to be promoted. Taking into consideration the country's [Ethiopia] economic strength and manpower requirement, professions that require higher skills such as teaching should be run under the responsibility of a concerned and professionally accountable bodies. If a reflective teacher education is to be implemented broadly, there should be an autonomous body responsible for the training of teachers. It must be in charge of the selection of candidates, the offering of courses and awarding of certificates and diplomas. Under this body there should be sub bodies responsible for the preparation of teachers for the different subject areas. Detailed specification could be made by concerned committees. Qualifying levels of performance could be set by examining existing educational standard and school

realities. However, such specifications have to be appraised and evaluated over a course of time. Course offering has to be focused on teacher development. And this will naturally lead to the restructuring, deleting of existing courses as well as introducing new ones. Through experience and appraisal effective strategies of implementing and appraising the process of training teachers can be drawn.

8.3 Conclusion

The training of second/foreign language teachers has always been a controversial issue. The controversy has been complicated by researchers and the findings they claim. The proliferation of research paradigms whose basic tenets are based on artificial setting do not seem to be of help to understand educational processes. [see Tisher and Wideen, 1990: 256]. In this project attempt has been made to balance between the researchers freedom of intervention and the need to keep the area of investigation undisturbed. Attempts have been made to ensure the validity of the research within the research context it delimited and the broad spectrum of the educational process it addressed. The research paradigm is simple to follow and replicate. The point of departure followed by the researcher is *trust and extended observation.*

The research has included both quantitative and qualitative data. What can be expressed in mathematical value has been included and reflected upon. And what can be described by observing the process has been tried and reflected upon. What has been experienced by the researcher as a learner has been reflected upon. The basic aim of the researcher is not to suggest a technology in EFL teacher education but to provoke thought for improvement and appraisal as Tisher and Wideen [1990 :9] explain:

> "Research can serve to help us examine our assumptions, intentions and motives, sensitise us to the existence of variables and phenomena that might otherwise have gone unnoticed, and provide a forum of people who will debate and have ideas and problems so that reform is more likely to be stimulated and guided by conscious critical analysis rather than by blind faith."

Passing through this arduous process is indeed an experience. Language teaching is a fertile ground for investigation if only one wants to make 'research' and experience the

challenge. The researcher has learned that educational research has to be governed by the principle of simplicity and comprehensibility. If the research we do is for the benefit of teaching, teachers must be able to understand us to reflect on what we claim to have found and observed. The trainees who participated in the project proved that inquiry learning can be practised in the classroom during initial teacher training. Schon [1988: 29] says: "One mode of research is with practitioners. This is the mode in which the researcher is a coach or consultant where it is possible for reflection to make a difference."

The teaching of English continues to occupy a sensitive position in the educational system of Ethiopia. Fortunately, this is not a colonial legacy but a matter of choice. With the development of science, technology and commerce, the position of English in the international arena has become indisputable. As a medium of communication, it belongs to all users irrespective of race and nationality. The purpose of teaching English in Ethiopia is communication and consequently it remains beneficial and does not endanger identity. This research has suggested ways of improving our English language teacher training programme within an educational setting. The whole purpose is to facilitate communication and education.

The researcher, in this attempt, does not claim infallibility. As any research paradigm, this one has also its own limitations. And in the same token as any researcher or educator, the researcher has his own limitations. This research does not claim replication in its scientific sense. However, attempts are made in such away that it can be applicable, and for the benefit of teacher trainers and classroom researchers pertinent events are reported. The reflection on background knowledge--learning experiences, conceptions of 'effective' teaching and teacher behaviour promoted understanding between trainer and trainees and among trainees themselves. This facilitated the acquisition of existing practices of teaching and initiated in trainees the exploration of effective ways of teaching. Through the promotion of participatory teacher training based on understanding and reflection, the research has shown that trainees can be helped to develop teaching abilities and tackle classroom issues.

The concept of variability in teachers as a predictor of practical teaching and learning experience is a new notion in the literature of language teaching and learning. The existence of different stages in the practicum and the features of exploration and experimentation as indicators of professional commitment have been revealed in the project. The behaviour of editing teacher talk to optimise the outcome of classroom learning and the stages that trainees pass through to reach this level of realisation are fresh insights that other colleagues in teacher education need to consider for further verification. All observations that have made and reflected upon in this research need

further investigation and research. This is the main reason why this project has been described as a thought provoking research. It underwent considerable restructuring--a process of 'problem setting', 'framing' and indulging in the 'puzzling situation' to use Grimmett's terms. Every event needed reconsidering and readjusting and the process has never been linear but full of zigzags and obscurity. Dewy [1933: 100--101 cited in Grimmett, 1988: 6] says: "The function of reflective thought is [,...,] to transform a situation in which there is experienced obscurity, doubt, conflict, disturbance of some sort, into a situation that is clear, coherent, settled, harmonious."

This research consistently supported the idea that professional knowledge in teaching rests on practice. It develops as a matter of practice and reflection. The knowledge in the teaching profession can be credible if it is reflected in practice. It can develop, if it is socialised and lends itself to scrutiny and investigation by members in the profession. [see Ch. II]. This process should have to start in the initial teacher training; and the preparation programme has to be pointed towards this end in order to promote professionalism and effectiveness in teaching. The training of foreign language teachers is not a linguistic package, but an educational process. It has to be addressed within the broad spectrum of education. Research has to be conducted to appraise and evaluate courses offered. Trainees' competence in the subject area and the profession should not be subservient to political expediency of Departments or Colleges, running teacher training programmes. There should be a genuine effort to prepare teachers so that they can be the disciples of development and social change. The purpose behind reflective teacher education is this. Research in teacher education particularly in second or foreign language teacher education has to assume a fresh dimension. The study revealed that the teaching of English in Ethiopia can be improved. English language will continue to play a major role in the development of the country. The training of teachers to be competent not only as implementers of what is recommended by educators but also as initiators of educational changes along the path of professionalism is necessary. This is hoped to solve some of the outstanding problems affecting the teaching of English. [see Ch.. 1]. Research can contribute to the appraisal of teacher education and enhance the process of professional development, if focus is made on trainees and the schools where they are trained to work.

By considering the Ethiopian context, this study concludes by recommending the following topics for investigation:

(1) Trainees' perceptions of teaching language as syllabus component--this presupposes the identification of salient components of trainees' thinking about the knowledge areas they believe they should study to be effective teachers. In Chapter Six of this study, it was explored that the mismatch between what student teachers think about the teaching behaviours of an effective teacher and their abilities to meet the requirements they set is the main cause for their frustrations, thereby hindering them from embarking on professional development. In order to take appropriate precautionary measures and training procedures, a knowledge in this area is necessary. What has been highlighted in this project needs further investigation.

(2) Teacher trainers/educators' thinking about the knowledge area they teach (what they expect trainees to know). The mismatch between what trainers or teacher educators and consequently, training institutions think about the preparation of teachers and the 'actual' process that trainees undergo in learning to teach is a factor for hindering professional development in the Ethiopian context. The over emphasis on a top down process and the tailoring of courses to meet the interests of individual instructors relegates the interests and aspirations of student teachers. This promotes intellectual oppression and alienation rather than co-operation and professional development. The survey study suggested this. [see Ch. IV]. This area needs further investigation in order to look for appropriate strategies to introduce changes that facilitate participatory teacher training.

(3) Strategies for promoting experiential training for teachers of language in pre service. In this study it has been suggested and reasonably demonstrated that teachers lack practical experience and methodological procedures to develop their teaching abilities. This is caused by the over emphasis of theory driven lecture based teacher training. The practicum is not functional as a means of training teachers in the Ethiopian context. Therefore, an

exploratory study that reflects on ways and possibilities of promoting experiential teacher training could contribute to the knowledge base of teacher training.

(4) Strategies for promoting school based reflective in-service teacher training. The introduction of change and professional development programme has to take place in the schools, too. In Ethiopia there is no as such in-service teacher training programme. The summer teacher training focuses on upgrading existing teachers by making them take the regular courses in a crash programme. The programme is lecture based and credit focused. It does not consider the experiences of teachers in the schools. Hence, it does not contribute to their professional development. It only certifies them to be legible for salary increment. This is the only means for teachers to get substantial salary increment. If teaching is to be improved ways should be explored to introduce lasting and meaningful changes in the schools. The change that can be introduced at the pre service level can get momentum if programmes are run at least in the form of workshops in the schools simultaneously. For practical reasons, selected schools can be used for piloting and demonstration. This has to be researched, however.

(5) Strategies for promoting collaborative educational values in teacher education. The teaching profession more than any other needs collaboration and co-operation. This process can be realised if teachers develop value systems of working together. This does not seem to exist in the Ethiopian context. Unless this problem is defeated, the social knowledge of teaching can not develop. The behaviour of openness discussed in this study can not be enhanced. Teachers may not be willing to observe or to be observed. The accessibility to the knowledge of teaching through reflection and scrutiny can not be promoted. Thus, a study that explores ways of developing collaborative strategies in education is necessary. In this project this issue was raised and discussed. It was possible to overcome the problem with a limited number of candidates. Nevertheless, thorough investigation has to be made in order to understand the process in depth.

(6) Strategies in the training of teachers as researchers (action research). One way of promoting teacher competence is to prepare student teachers in such away that they can be able to conduct classroom research that can guide their actions. In the project, attempts were made to help trainees to be able to describe and reflect on observed classroom events. This facilitated their access to the knowledge of teaching. [see Ch. VI]. However, this process has to be pushed further in such away that trainees can be able to produce systematically organised reports that are valid and reliable. A research into this aspect of teacher training can have a significant contribution in promoting professional development. In the Ethiopian context teachers are not seen taking initiatives to understand their classroom practices. They are predominantly passive partly because they lack the competence to carry out classroom inquiries.

(7) The relationship between teachers' perceptions of students' abilities (school teachers) and students' perceptions of teacher effectiveness. One way of developing a value system of appreciation and collaboration which is basic in teaching is to research into the perceptions of teachers of their students and also the perceptions of students of their teachers. This can reveal the areas of co-operation and conflict between teachers and students. A knowledge in this respect can help teacher training programmes to look for appropriate strategies and procedures of overcoming some bottle necks. In Ethiopia teachers of English are expected to be foreigners usually Indians. With the expansion of the ILS programmes, the process of Ethiopianization in the teaching of English is getting momentum. A study in this area can reveal how this process is perceived by students and how Ethiopian teachers of English see their students.

(8) Strategies in curriculum renewal in EFL. In Ethiopia curriculum renewal is not dictated by thorough studies and assessments of Educational aims and objectives. Consequently, materials used to implement syllabus objectives remain in effective. In order to have a synchronised and development oriented ELT, it is necessary to look for strategies of curriculum renewal in EFL. The introduction of English for New Ethiopia has not helped the teaching of English in the country as intended. In fact, the materials were haphazardly

organised, lacked pedagogy of language teaching and learning. Thus, research in this area can help in the improvement of ELT in Ethiopia.

(9) Teaching English in large classes. A pedagogy in the teaching of English to large classes has to be explored. The teaching of English in large classes will remain a feature of ELT in Ethiopia. Experimental studies can help in exploring appropriate techniques of ELT in large classes.

In the training of EFL teachers, institutions like the ILS can meet their responsibilities if they embark on a reflective practicum where teachers are helped to learn to teach through practice, reflection and practice. This process can bring both awareness and performance as close as possible. Professionalism in the teaching of EFL becomes not a matter of saying, but a matter of practice. Trainees learn to teach and trainers learn to manage and facilitate learning. The process is all through learning and never regression.

BIBLIOGRAPHY

Aklilu Habte. (1967). "Brain Drain in the Elementary School: Why Teachers Leave the Profession." *Ethiopian Journal of Education*. No 1 (1967). PP 27--39.

Alatis, J. E., H. B. Altman and P. M. Alatis (eds.). (1981).*TheSecond Language Classroom: Directions for the 1980's*. New York: Oxford University Press.

Alatis, J.E., Stern H. H. and Strevens P. (eds.). (1983). Applied *Linguistics and the Preparation of Second Language Teachers: Toward a Rational.* Washington D. C., Georgetown University Press.

Alatis, J. E. (1974). "Towards a Lapse Theory of Teacher Preparation in English as a Second Language," *English Language Teaching Journal* vol. XXIX. 6. Oct. 1974.

Alderson, J. C. (1984). "Reading in a foreign language: a reading problem or a language problem? in C. N. Candlin (G. ed.) and Alderson and Urquhart (eds.), (1984). London: Longman. PP 1--27.

Allwright, D. (1983). "Classroom Centred Research on Language Teaching and Learning: A Brief Historical Review," in *TESOL Quarterly*. vol. 17. 191--204.

Allwright, D. (1989). "Is Class Size a Problem?" *Lancaster Leeds Language Learning in Large Class* . Research project No 3.

Allwright, D. (1988). *Observation in the Language Classroom* . C.N.Candlin (G. ed.). Longman.

Altman, H. B. (1981). "What is Second Language Teaching?" in Alatis, Altman and Alatis (eds.), (1981), PP 5--19.

Altrichler, Herbert (1989). "Enquiry-based Learning in Initial Teacher Education," *The Enquiring Teacher: Supporting and Sustaining Teacher Research* . Jennifer Nias and Susan Ground Water-Smith (eds.). London: The Palmer Press. PP 121--134.

Arends, Richard I. (1991). *Learning to Teach*. 2nd ed. New York: McGraw-Hill, Inc.

Asfaw Melaku and Simon Murison- Bowie. (1976)."Language Teaching Materials," in Bender et al (eds.). *Language in Ethiopia*. London: Oxford University Press.

Ashton, P. et al. (1983). *Teacher Education in the Classroom: Initial and In service*. London: Croom Helm.

Ashton, P. "Teacher Efficacy: A Motivational Paradigm for Effective Teacher Education," ***Journal of Teacher Education* . XXXV (5) PP 28--32.**

Asmerom Legesse. (1973). *The Gada System: Three Approaches to the Study of African Societies*. New York; Free Press.

Asmerom Legesse. (1980). "Oromo Democracy," A Paper Presented at the Fifth annual Congress of Union of Oromo in North America. Toronto. August 12 --14..

Bailey, K. M. and M. Celce-Murcia. (1979). "Classroom Skills for ESL Teachers," in Celce-Murcia and L. McIntosh (eds.).(1979). PP 315--331.

Bailey, K. M. (1990). "The Use of Diary Studies in Teacher Education Programmes," *Second Language Teacher Education*. In Richards and Nunan (eds.). (1990). Cambridge University Press.

Bartlett, l. (1990). "Teacher Development Through Reflective Teaching," in Richards and Nunan (eds.). (1990). PP 202--214.

Bell, Gordon H. "Action Inquiry ," (1988). *The Inquiring Teacher Supporting and Sustaining Teacher Research*. The Falmer Press.

Bender, M. L. et al. (1976). *Language in Ethiopia*. London: Oxford University press.

Beyer, L. E. (1986). "Beyond Elitism and Technicism: Teacher Education as Practical Philosophy." *Journal of Teacher Education* . (March--April). PP 37--41.

Biott, C. (1988). "The Quest for Authentic Description : Shared reflections on Teaching Inquiry Based Courses," *The Inquiry Teacher: Supporting and Sustaining Teacher Research* . Jennifer Nias and Susan Ground Water-Smith (eds.). London: The Palmer Press. PP 251--255.

Birgit, Negussie. (1988). *Traditional Wisdom and Modern Development*. Studies in Comparative and International Education. No 13. Institute of International Education of Stockolm.

Birkly, C. J. M. (1984). "Future directions for Adult Education and Adult Educators," *Journal of Teacher Education* . XXXV. 3 (May--June). PP 25--29.

Borko, H., R. Lalik and E. Tomchin. (1987). "Student Teachers' Understanding of Successful and Unsuccessful teaching," *Teaching and Teacher Education* . 3 . 2 . PP 77--90.

Breen, M. and C. N. Candlin (1980). "The Essentials of Communicative Curriculum in Language Teaching," *Applied Linguistics* . 1. 2. PP 89--112.

Breen, M. (1983). "How Would We Recognise a Communicative Language Classroom?" In B. Coffey (ed.) *Teacher Training and the Curriculum*. London: British Council. PP 133--154.

Breen, M. (1984). "Process syllabus for the Language Classroom," in C. J . Brumfit (ed.). *General English Syllabus Design* . Oxford: Pergamon. (ELT Documents 118). PP 47--60.

Breen, M. (1985) . "Authenticity in the Language Classroom," *Applied Linguistics*. Vol. 6 No. 1. PP 60--70.

Breen, M. (1985). "The Social Context of Language Learning and Teaching: A Neglected Situation?" *Studies in Second Language Acquisition*. T (2). PP 35--58.

Breen, M. (1987). "Contemporary Paradigms in Syllabus Design," (2). ***Language Teaching***. 202. PP 81--92.

Britten, D. (1985). "State of the Art: Teacher Training in ELT. (1&2). *Language Teaching*. Vol. 18. No 293. PP 112--127.

Britten, D. (1988). "Three Stages in Teacher Training," *ELT Journal* . 42. 1. PP 3--8.

Browen, J. D. (1976). " Teacher Training and Problems of Staffing the Schools," in Bender et al (eds.). (1976). ***Language in Ethiopia***. London: Oxford Press.

Brown, H. D. (1981). " Affective Factors in Second Language Learning," in Alatis Alatis (eds.). (1981). PP 111--129.

Brown, H. D. (1987). *Principles of Language Learning and Teaching*. (2nd ed.). Prentice Hall, Regents.

Brown, J. D. (1979). "Contextualizing Pronunciation Practice in the ESOL Classroom," in Celce-Murcia and L. McIntosh (eds.). (1979) PP 101--110.

Brown C. and Yule G. (1983). *Teaching the Spoken Language*. Cambridge University Press.

Brumfit, C. (1984). *Communicative Methodology in Language Teaching: the roles of fluency and accuracy*. Cambridge University Press.

Brumfit, C. J. and Richard Rosner (1982). "The Decision Pyramid and Teacher Training for ELT," *ELT Journal*. 36 .4 . PP 226--231.

Burke, P.J. (1987).*Teacher Development : Induction, Renewal, and Redirection*. New York: The Falmer Press.

Burroughs, G. E.R. (1975). *Design and Analysis in Educational Research*. (2nd ed.). Educational Monograph, No. 8.

Candlin C. N. (1984) . "Syllabus Design as a Critical Process," Brumfit C.J (ed.). *General English Syllabus Design*. Oxford: Pergamon (ELT Documents 1181). PP 29--46.

Candlin, C. N. (1985). "Teacher Centred Training: Casting the Process," in Quirk & Widdowson (eds.). *English in the World : Teaching and Learning the Language and the Literature* . Cambridge University Press.

Celce-Murcia, M. and Lois McIntosh, (eds.) (1979).*Teaching English as a Second or Foreign Language*. Newbury House Publishers.

Celce-Murcia, M. and Fred Rosensweig. (1990). "Teaching Vocabulary in the ESL Classroom," in Hill and Holden (eds.). (1990). PP 241--257.

Channel, J. (1989). "Psycho linguistic Considerations in the Study of Vocabulary Acquisition," *Vocabulary and Language Teaching* . C.N. Candlin (ed.). London: Longman. PP 62--82.

Chaudron, Craig (1988). *Second Language Classrooms. Research on Teaching and Learning*. Cambridge University press.

Clark, J. L. (1987). *Curriculum Renewal in Schools: Foreign Language Learning*. Oxford University Press.

Cohen, M. W. (1986). "Research on Motivation: New Content for the Teacher Preparation Curriculum," *Journal of Teacher Education* . 37. 3. (May--June). PP 23--28.

Connely, E. M. and D.J. Clandlin (1988). *Teachers as Curriculum Planners :* Narratives of Experiences. M. J. Prentice Hall.

Corder, S. P. (1981). *Error Analysis and Inter Language* . Oxford: Oxford University Press.

Cripwell, K. and M. Geddes. (eds.). (n.d.). Micro teaching and EFL Teacher Training: Working Documents 1. Department of English as a Foreign Language, University of London, Institute of Education.

Cruickshank, D. and W. D. Armaline.(1986). "Field Experiences in Teacher Education: Considerations and Recommendations," *Journal of Teacher education.* 37. 3 . (May--June) PP 34--38.

Cummins I. (1984). *Bilingualism and Special Education: Issues in Assessment and Pedagogy* . Clevedon Avoni: Multilingual Matters.

Cummins, I. (1988) ."Second Language Acquisition within Bilingual Education Programmes," in L.M. Beebe (ed.). *Issues in Second language Acquisition Multiple Perspectives*. Cambridge M.A. Newbury House. PP 145--160.

Davis, Alan. (1984). "Simple, Simplified and Simplification: What is authentic?" in C.N. Candlin (G. ed.) and J. H. Aldreson (eds.), (1984). *Reading in a Foreign Language*. London: Longman. PP 181--198.

Davis, M. D. and Esther Zaret . (1984). "Needed in Teacher Education: A Development Model for Evaluation of Teachers, Pre Service to In service," *Journal of Teacher Education* . XXXV, 5/19 . PP 18--22.

Dawson, N. (1990). "Time and Language Teaching," in Hill, D. and S. Holden (eds.) (1990). PP 51--54.

Day, Richard R. (1990). "Teacher Observation in Second Language Teacher Education," in Richards and Nunan (eds.). (1990). PP 43--61.

Dow, G. (1979). *Learning to Teach: Teaching to Learn* . Routledge and Kegan Paul.

Doyle, W. (1985)."Learning to Teach: An Emerging Direction in Research on Preservice Teacher Education. *Journal of Teacher Education.* (January--February) PP 31--32.

Dubin, F. and E. Olshtain (1987). *Course Design: Developing Programmes and Materials for language Learning*. Cambridge University Press.

Duffy, G. and Laura Roehler. (1986). "Constraints on Teacher Change," *Journal of Teacher Education.* 36. 1. (January--February). PP 55--58.

Edelhoff, C. (1985). "A View from Teacher In-service Education A Training," in Quirk and Widdowson (eds.). (1985).

Edelhoff, C. (1983). "Putting the Communicative Curriculum into Practice. The Organisation of Teacher In-service Education and Training in Hess, Germany," in Alatis et al.

Elliott, G. (1981). *Self Evaluation and the Teacher.* (Part 3). Schools Council: London.

Ellis, R . (1990). "Activities and Procedures for Teacher Preparation," in Richards and Nunan (eds.). (1985).

Ellis, R. (1984). *Classroom Second Language Development: A study of classroom interaction and language acquisition.*. Pergamon.

Emmer, Edmund and others. (1984). Classroom Management for Secondary Teachers. Englewood Cliffs, N. J. Prentice --Hall.

English for New Ethiopia . (1990). Grades 9--12. Curriculum Division, Ministry of Education: Addis Ababa, Ethiopia.

Fanselow, J.F. (1978). *Breaking the Rules of the Rules of the Classroom Game Through Self Analysis*. In Light and Osman (eds.). PP 145-- 166.

Fanselow, J. F. (1987). *Breaking Rules: Generating and Exploiting Alternatives in Language Teaching*. New York: Longman.

Fanselow, J.F. (1990). "'Let's See': Contrasting Conversations and Teaching," in Richards and Nunan (eds.). (1990). PP 182--199.

Flanders, N. A. (1970). *Analysing Teaching Behaviour*. Reading Mass, Addison-Wesley.

Fenstermacher, G. D. (1988). "The Place of Science and Epistemology in Schön's Conception of Reflective Practice?" *Reflection in Teacher Education*. Grimmett, P.P. and G. L. Erickson (eds.). Columbia University. New York. P.P. 39--46.

Finocchiaro, M. & Brumfit C. (1983). *The Functional Notional Approach: From Theory to Practice.*. New York: Oxford University Press.

Fish, D. (1989). *Learning Through Practice in Initial Teacher Training : A Challenge for the Partners* . Kogan.

Freeman, D. (1990). "Intervening in Practice Teaching," in Richards and Nunan (eds.). (1990). PP 103--117.

Gairns, R. and S. Redman.(1986). *Working with Words: A Guide to Teaching and Learning Vocabulary* . Cambridge: Cambridge University Press.

Galton, M. (1987). "An ORACLE Chronicle: A Decade of Classroom Research," *Teaching and Teacher Education* . 3 .4 .PP 299--313.

Gardner, R.(1980). "On the Validity of Affective Variables in Second Language Acquisition: Conceptual, Contextual and Statistical Considerations," *Language Learning* . 30. 2 . PP 255--270.

Gardner, R. & W. E. Lambert. (1972). *Attitudes and Motivation in Second Language Learning*.

Gaskill, W. H. (1979)."The Teaching of Intermediate Reading in the ESL Classroom," in Celce-Murcia, M. and L. McIntosh (eds.).(1979). PP 144--154.

Gattegno, Caleb. (1972). *Teaching Foreign Languages in Schools: The Silent Way*. New York.

Gebhard, J. & Others (1990). "Beyond Prescriptions, the Student Teacher as an **Investigator," in Richards and Nunan (eds.). (1990). PP 16--25.**

Gebhard, J. (1984). "Models of Supervision: Choices," *TESOL* Quarterly vol. 18. No. 3 (Sept. 1984).

Gehrke, N.J. (1988). "On Preserving the Essence of Moentoring As One Form of Teacher Leadership," *Journal of Teacher Education* . 39 .1. PP 43--45.

Gehrke, N. J. and R. S. Kay. (1984). "The Socialization of Beginning Teachers Through Mentor-Protege Relationship," *Journal of Teacher Education* .XXXV. 3. (May--June). PP 21--24.

Gilliss, G. (1988)."Schön's Reflective Practitioner: A Model for Teachers?" *Reflection in Teacher Education*. Grimmett, P.P. and G. L. Erickson. Columbia University. New York. PP 47--53.

Gorman, Thomas P.(1990). "The Teaching of Composition," in Hill and Holden (eds.). (1990). PP 189--202.

Griffin, G. A. (1984). "Why Use Research in Pre Service Teacher Education? A Proposal," *Journal of Teacher Education* .XXXV 4 (July--August). PP 36--40.

Grimmett, P. and Gaalen L. Erickson. (eds.). (1988). *Reflection in Teacher Education*. New York: Columbia University.

Ground Water-Smith, Susan (1988). "The Interrogation of Case Records as a Basis for Constructing Curriculum Perspectives," In Nias and Ground Water-Smith (eds.). (1988). PP 93--105.

Gusket, T. R. (1988). "Teacher Efficacy, Self-Concept, and Attitudes Toward the Implementation of Instructional Innovation," *Teaching and Teacher Education*. 4 .1 . PP 63--69.

Gutiérrez, A. G. (1992). *Towards Developing a Qualitative Perspective of Student FL Teachers' Knowledge, Its Origins, Development and Relationships to Practice.* Unpublished Ph.D. Thesis, ESOL, Institute of Education, University of London.

Habtemariam Marcos and Hailom Banteyerga Amaha. (1989). *A Survey Study of the Teaching of English in Institutions of Higher Learning in Ethiopia*. I.E.R.; AAU .

Haigh, N. and Bobkatterns. (1984)."Teacher Effectiveness : Problem or Goal for Teacher Education," *Journal for Teacher Education*. XXXV. No 51 . PP 23--27.

Haile Weldemikael. (1976). "Government Schools in Ethiopia," in Bender et al (eds.). (1976). *Language in Ethiopia*. London: Oxford Press.

Hailom Banteyerga Amaha. (1986). "English Conditional Sentences: Comparative Analysis of the Structural and Communicative Approaches in Teaching to Non Native Speakers," *The Ethiopian Journal of Education*. vol. X. No 1.; AAU.

Hailom Banteyerga Amaha. (1991). " Teachers' Conceptions of Effective Teaching of EFL: Implications to the Training of Pre Service Teachers". A Paper Presented at the Fifth Annual Conference of Language Studies, Addis Ababa University.

Hailom Banteyerga Amaha. (1992). "Explorations in the Preparation of Pre- Service EFL Teachers: A Learning Centred Approach," A Paper Presented at the ELT Conference of Higher Education, Ministry of Education, Addis Ababa.

Handal, G. and Per lauvas (1987). *Promoting Reflective teaching: Supervision in Action.* The Society for Research into Higher Education and Open University Press.

Harmer, J. (1983). *The Practice of English Language Teaching* . London: Longman.

Harteg, P. (1974). "New Directions in the Training of Teachers of English as Foreign Language," *English Language Teaching Journal.* XXXIX, Nov.--Oct. PP 2--8.

Hicks, R. B. (n.d.). "Supplementary Listening Exercises: English 101A," Freshman English Course currently offered in Addis Ababa University.

Hicks, R.B. and P. Woods (1984). *English for Teachers* . Longman.

Hill, D. and S. Holden.(eds.). (1990). *Effective Teaching and Learning*. (Milan Conference).British Council, Modern English Publications.

Hutchinson, T and Alan Waters. (1987). *English for Specific Purpose: a Learning Centred Approach* . Cambridge University Press.

Inanicki, E. F. and Lucille McEachern.(1984)."Using Teacher Self-Assessment to Identify Staff Development Needs," *Journal of Teacher Education*. XXXV. 2. (March--April). PP 38--41.

"Institute Holds a Panel Discussion," (1991).*Recent Events and Activities*. AAU. 11-12

Isaac, J. and Kate Ashcroft. (1988). "A Leap into the Practical: A BEP (Hons) Programme," in Nias and Ground Water-Smith (eds.). (1988). PP

Jacobovits, L.A. (1970). *Foreign Language Learning: A Psycho linguistic Analysis of the Issues*. Newbury House.

Johnson, D. W. and Johnson, F. F. (1975). *Joining Together Group Theory and Group Skills*. Englewood cliffs, N. J. Prentice Hall.

Johnson, K. (1982). *Communicative Syllabus Design and Methodology* . Oxford: Pengamon.

Johnson, K. and K. Morrow (1979). *Communicate 1*. Cambridge University Press

Johnson, K. and K. Morrow (1981).(eds.). *Communication in the Classroom : Applications and Methods for a Communicative Approach*. Longman. Part B Methods .PP 59--148.

Kiline, P. (1986). *A Handbook of Test Construction: Introduction to Psychometric Design*. Methuen.

Koehler, V. (1985)."Research on Pre Service Teacher Education. *Journal of Teacher Education*. (January--February). PP 23--30.

Krashen, S. D. (1981). "Effective Second Language Acquisition: Insights from Research," in Alatis Alatis (eds.), (1981). PP 97--109.

Krashen, S. D. (1982). *Principles and Practices in Second Language Acquisition*. New York: Pergamon.

Krashen, S. D. and T. D. Terrell (1983). *The Natural Approach: Language Acquisition in* *the Classroom* . Oxford: Pergamon.

Lange, Dale L. (1990). "A Blue Print for a Teacher Development Program,"Second Language Teacher Education. In Richards & Nunan (eds.). (1990). PP 245--268.

Lanier, J. E. (1984). "The Pre Service Teacher Education Improvement Project: A Critical Review," *Journal of Education* . XXXV, 4 .(July--August). PP 24--27.

Larsen-Freeman, D. (1986). *Techniques and Principles in Language Teaching*. New York: Oxford University Press.

Leech, G. and J. Svartvik (1975). *A Communicative Grammar of English*. London: Longman.

Lewis, J. L. (ed.). (1972). *Teaching School Physics*. A UNESCO Source Book. Penguin Books. UNESCO.

Madsen H. S. (1976). "Language Examinations in Ethiopia," in Bender et al (eds.). (1976). *Language in Ethiopia*. London: Oxford Press.

Marshal, H. H. (1988). "In Pursuit of Learning - Oriented Classrooms," *Teaching and Teacher Education*. 4. 2 . PP 85--98.

Marton, W. (1988). *Methods in English Language Teaching: Frameworks and Options*. New York: Prentice Hall.

Maley, A. (1990). "The Word's the Thing," in Hill, D and S .Holden (eds.) (1990). PP 10--14.

McArthur, T. (1983). *A Foundation Course for Language Teachers* . Cambridge University Press.

McCarthy, M. (1989)."Some Vocabulary Patterns in Conversation," in N. C. Candlin (eds.). PP 181--200.

McDonough, S. H. (1986).*Psychology in Foreign Language Teaching* . 2nd ed. Un Win Hyman.

McLaughlin, B. (1989). " The Monitor Model, Some Methodological Considerations," *Language Learning* (2) PP 309-352.

McNab, Christine. (1989). *Language Policy and Language Practice: Implementation Dilemmas in Ethiopian Education*. Studies in Comparative and International Education. No 15. Institute of International Education of Stockholm.

McNamara, D. "Research in Teacher Training in a Changing Society: The Case of Britten in the Late 1980's," in Tisher and Wideen (eds.). (1990). PP 121--139.

McNiff, I. (1988). *Action Research: Principles and Practices*. Macmillan. Ed. Ltd.

Medgyes, P. (1986). "Queries from a Communicative Teacher, " ELT Journal. 40/2 (April 1986). Oxford University Press. PP 107--112.

Mitchell, R., B. Parkinson and R. Johnstone (1981). *The Foreign Language Classroom*. Stirling: University of Stirling, Dept. of Education.

Morine-Dershiiner, G. (1988)."Premises in the Practical Arguments of Preservice Teachers," Teaching and Teacher Education. 4 . 3 . PP 215--229.

Moskowitz, G. (1978). *Caring and Sharing in the Foreign Language Class: A Source Book on Humanistic Techniques*. Rowley, Mass: Newbury House.

Moskowitz, G. (1976). "The Classroom Interaction of Outstanding Foreign Language Teachers," *Foreign Language Annals* 9/2, PP 135--157.

Murphy, D. F. (1985) " Evaluation in Language Teaching Assessment Accountability and Awareness," in Alderson (eds.), (1985).

Nattinger, J. (1989). "Some Current Trends in Vocabulary Teaching," in C. N. Candlin (eds.).PP 62--82.

Nation, P. and James Coady (1989). "Vocabulary and Reading," in C. N. Candlin (eds.). PP 97--110.

Neely, A. M. (1986) "Planning And Problem Solving in Teacher Education," *Journal of Teacher Education*. 37. 3. (May--June) PP 28--33.

NewMark, L. (1966)." How not to Interfere with Language Learning," *International Journal of American Linguistics*. 32. 1. PP 77--83.

Norrish, J. (1983). *Language Learners and their Errors*. London: Macmillan.

Nuttall, C. (1989). *Teaching Reading Skills in a Foreign Language*. Heinemann.

Oppenheim, A. N. (1980). *Questionnaire Design and Attitude Measurement*. Gower.

Oxford, R. (1990). *Language Learning Strategies: What Every Teacher Should Know*. Newbury House.

Palmer, H. E. (1968). *The Principles of Language Study*. London: Harrop (Reprinted in Language and Language Learning Series), Oxford University Press.

Pankhurst, Richard K.P. (1976). "Historical Background of Education in Ethiopia," in Bender et al. (eds.). (1976). PP 305--323.

Papa, M. (1990). "Teacher-Class Relationships : Personal Considerations," in Hill, D. and S. Holden (eds.). (1990). PP 80--87.

Papalia, Anthony. (1987). "Interaction of Reader and Text," In Rivers ed.(1987). *Interactive Language Teaching*. Cambridge University Press.

Paulson, C. B. and M. N. Bruder (1976). *Teaching English as a Second Language : Techniques and Procedures*. Rowley, M. A: Newbury House.

Pennington, M. C. (1990). "A Professional Development Focus for the Language Teaching Practicum." *Second Language Teacher Education*. Richards and Nunan (eds.). Cambridge University Press . PP 132--153.

Peters, R. S. (1967). *The Concept of Educatio*n. London: Oxford University Press.

Peterson, P. and M. A. Comeaux "Teachers' Schemata for Classroom Events: The Mental Scaffolding of Teachers' Thinking During Classroom Instruction," *Teaching and Teacher Education* .3. 4. PP 319--331.

Pincas, A. (1982). *Teaching Writing*. M. Vincent and R. H. Flavell (eds.). Macmillan Publishers.

Piaget, J. (1955). *The Child's Construction of Reality* . Routledge and Kegan Paul.

Platter, E. and Others.(1981). *English Skills Program* (1). Gage Pub. Ltd.

Politzer, R. C. (1965). *Foreign Language Learning: A Linguistic Introduction* . Englewood Cliffs, Tronto: Ontario Inistitute for Studies in Education Press.

Politzer, R. C. (1981). "Effective Language Teaching : Insights from Research," in Alatis, Altman and Alatis (eds.) (1981) . PP 21--35 .

Prabhu, N. S. (1987). *Second Language Pedagogy*. Oxford University Press.

Quirk, R. and H. G. Widdowson (eds.) (1985). *English in the World: Teaching and Learning the Language and Literature* . Cambridge University press.

Richards, J. C. (1990). " The Dilemma of Teacher Education in Second Language Teaching," Secod Language Teacher Education. In Richards and Nunan (eds.). (1990). PP 3--15.

Richards, J. C. (1989). "Perspectives in Second Language Teacher Education". City Polytechnic of Hong Kong.

Richards, J. C. and T. S. Rogers (1986). *Approaches and Methods in Language Teaching: A Description and Analysis*. Cambridge University Press.

Rivers, W. M. and S. T. Mary (1978). *A Practical Guide to the Teaching of English as a Second or Foreign Language* . Oxford University Press.

Rivers, W. M .(ed.) (1987). *Interactive Language Teaching*. Cambridge University Press.

Rivers, W. M. (1981). *Teaching Foreign Language Skills* . 2nd ed. Chicago University Press.

Rivers, W. M. (1983). *Communicating Naturally in a Second Language* . Cambridge University Press.

Rixon, S. (1990). *Developing Listening Skills*. eds. Roger Flavell And Monica Vincet. Macmillan Pub. Ltd.

Rogers, C. (1983). *Freedom to Learn for the 80's*. New York: Macmillan.

Rogus, J. F. (1988). "Teacher Leader Programming: Theoretical Underpinnings," *Journal of Teacher Education* . (January--February) .PP 46--52.

Schön, D. A. (1988). "Coaching Reflective Teaching," *Reflection in Teacher Education*.. In Grimmett and Erickson (eds.) (1988). PP 19--29.

Seigel, S. and N.J. Castellam (1989). *Non Parametric Statistics*. 2nd ed. McGraw Hill. Int. eds. Statistical Series.

Shulman, L. S. (1988). "The Dangerous of Dichotomous Thinking in Education," *Reflection in Teacher Educatio*n. Grimmett, P. P. and G. L. Erickson (eds.) . Columbia University. New York. PP 31--38.

Sinclair, J. McH., and D. Brazil. (1982).*Teacher Talk*. Oxford: Oxford University Press.

Sinclair, J. McH. and M. Coulthard. (1975). *Towards an Analysis of Discourse*. Oxford: Oxford University Press.

Smith, R. and J. Sachs (1988). "It Really Made me Think Ethnography in Pre Service Teacher Education," in Nias and Ground Water-Smith, (eds.). (1988). PP 71--84 .

Stenhouse, L. *An Introduction to Curriculum Research and Developmen*t. London: Heinemann.

Stern, H. H. (1981). "Communicative Language Teaching and Learning: Towards a Synthesis," in Alatis, Altman and Alatis (eds.). (1981). PP 133--148.

Stern, H. H. (1987). *Fundamental Concepts of Language Teaching* . Oxford University Press.

Stevick, E . (1980). *Teaching Languages: A Way and Ways* . Rowly, M. A. Newbury House.

Stevick, E. (1990). *Humanism in Language Teaching*. Oxford University Press.

Stevick, E. (1986).*Teaching and Learning Languages* . Cambridge University Press.

Strevens, P.(1974). " Some Basic Principles of Teacher Training," *English Language Teaching Journal* . XXIX, No VI (Oct. 1974). PP 19--27.

Summers, D. (1989) ."The Role of Dictionaries in Language Learning," in Nattinger (eds.). PP 111--125.

Swan, M. (1985). " A Critical Look at the Communicative Approach," (in 2 parts) *ELT Journal* . 39. 1. 2--12, 39. 2. 77--87.

Taddelle Adamu (1990). "Individual Differences in Second Language Learning in Formal Contexts," (PhD Thesis, University of Reading, unpublished).

Tarone, E. and G. Yule (1989). *Focus on the Language Learner* .Oxford University Press.

Tesfaye Shewaye and Charles V. Taylor. (1976). "Language Curricula," in Bendr et al. (eds). 1976. PP 371--399.

Teshome Wagaw G. (1979). *Education in Ethiopia: Prospect and Retrospect*. Ann Arbor. The University of Michigan Press.

Teshome Wagaw G. (1990). *The Development of Higher Education and Social Change in Ethiopia: an Ethiopian Experience*. The University of Michigan Press.

Tickle, L. (1987). *Learning Teaching : A Study of Partnership in Teacher Education*. The Falmer Press.

Tisher, R. P. and M. F. Wideen. (1990). "Review, Reflections and Recommendations," in Tisher and Wideen (eds.), (1990). *Research in Teacher Education: International Perspectives* . London: The Falmer Press. PP 255--267.

Vaughan, J. C. (1984). "Knowledge Resources for Improving the Content of Pre service Teacher Education," *Journal of Teacher Education* . XXXV. 4. (July--August). PP 3--8.

Valette, R.M. and Renees D. (1972). *Modern Language Performance Objectives and Individualization*. New York: Harcourt Bruce.

Walker, M. (1963). *The Nature of Scientific Thought* . New Jersey: Prentice Hall Inc.

Walker, S. (1984). *Learning Theory and Behaviour Modification* . London: Methuen.

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

Watson-Gegeo, K. A. (1988). "Ethnography in ESL: Defining the Essentials," *TESOL QUARTERLY*, vol., 22, No 4. PP. 575--590.

Watt, D. 91984). "Should Teaching Become a Come-and-Go Profession," *Journal of Teacher Education* . XXXV. 5. PP 38--42.

Weade, R. and C. M. Evertson . (1988). "The Construction of Lessons in Effective Classrooms," *Teaching and Teacher Education* . 4. 3. PP 189--213.

Weinstein, C. S. "Pre service Teachers' Expectations About the First year of Teaching," Teaching and Teacher Education. 4 . 1 PP 31--40.

Widdowson, H. G. (1990). *Aspects of Language Teaching* . Oxford University Press.

Widdowson, H. G. (1986). "Design Principles for a Communicative Grammar," in C. J. Brumfit (ed.). *The Practice of Communicative Teaching* . Oxford: Pergamon (ELT Documents 124). PP 41--49.

Widdowson, H. G. (1984). "Education and Pedagogic Factors in Syllabus Design," In C.J. Brumfit (ed.). *General English Syllabus Design* . Oxford; Perganon (ELT Decuments, 118) . PP 23--27.

Widdowson, H. G. (1984). "The Inactive Value of Theory in Teacher Education," *ELT Journal* . 38 (2).

Widdowson, H. G. *Learning Purpose and Language Use* . Oxford University Press.

Widdowson, H. G. (1984). "Reading and communication," in C.N. Candlin (G. ed.) and J.H. Alderson and A. H. Urquhart (eds.). (1984). *Reading In a Foreign Language*. London: Longman. PP 213--220.

Widdowson, H. G. (1978). *Teaching Language as Communication* . Oxford University Press.

Widdowson, H. G. (1984). *Explorations in Applied Linguistics (2)* .Oxford University Press.

Wilkins, D. a. (1976). *Notional Syllabuses*. London: Oxford University Press.

Williams, E. (1984) Reading in the Language Classtroom. (ed.) R.H.Flavel. Macmillan: Busngstoke.

Willis, J. (1983). *Teaching English Through English*. London: Longman.

Wonnacott, T. H. and R. J. Wonnacott (1984). *Introductory Statistics for Business and Economics*. 3rd ed. New York: John Wiley and Sons.

World Bank (1991). *World Development Report*. Oxford Press .

Wright, T. (1987). *The Roles Of Teacher and Learners*. Oxford University Press.

Wright, T. (1990). "Understanding Classroom Role Relationships," in Richards and Nunan (eds.), (1990). *Second Language Teacher Education* . Cambridge University Press. PP 82--99.

Yalden, J .(1987). *Principles of Course Design for Language Teaching* . Cambridge University Press.

Zimpher, Nancy L. and Kenneth R. Howey. (1990). " Scholarly Inquiry into Teacher Education in the United States," in Tisher and Wideen (eds.). (1990). PP. 163--190.

* *Ethiopian names are not reversed.*

EXPLORATIONS IN THE PREPARATION OF PRE SERVICE TEACHERS OF EFL: A LEARNING CENTRED APPROACH

BY

HAILOM BANTEYERGA AMAHA

VOLUME II

APPENDICES TO VOLUME I

A THESIS PRESENTED TO THE SCHOOL OF GRADUATE STUDIES OF ADDIS ABABA UNIVERSITY FOR THE DOCTOR OF PHILOSOPHY IN THE TEACHING OF ENGLISH AS A FOREIGN LANGUAGE

(JOINT PhD PROGRAMME OF THE UNIVERSITY OF ADDIS ABABA,
INSTITUTE OF LANGUAGE STUDIES AND THE UNIVERSITY OF LONDON,
INSTITUTE OF EDUCATION)

MAY, 1993

CONTENTS OF APPENDICES

APPENDIX I

The Core Questionnaire 280

APPENDIX II

Project activities: Background Knowledge (beliefs, attitudes, exposition, descriptions,theory and practice) 293

2.1 Activities on language learning experience 293

2.2 Identifying beliefs and attitudes about language learning 294

2.2.1 Tasks on beliefs and attitudes 295

2.2.2 additional exercises on beliefs and attitudes 295

2.3 Describing classroom behaviour 297

2.4 Peer teaching 298

2.5 Exposition: theory/practice 298

APPENDIX III

Teaching Language and the Skills 305

3.1 The teaching of vocabulary 305

3.2 The teaching of listening skills 310

3.3 The teaching of speaking skills 316

3.4 The teaching of reading skills 322

3.5 The teaching of writing skills **330**

3.6 The teaching of grammar and pronunciation 339

3.7 Opinions and facts on the teaching of English in Ethiopia 350

APPENDIX IV

Summary of Statistical Analysis to Chapter IV (Tables) 351

4.1 Vocabulary 351

4.2 Listening 351

4.3 Speaking 351

4.4 Reading 351

4.5 Writing 352

4.6 Pronunciation 352

4.7 Grammar 352

4.8 Attitude to the teacher of English 352

4.9 Methods 353

4.10 Syllabus 353

4.11 School problems of ELT 353

4.12 Source 353

4.13 Pedagogic purpose 354

4.14 Medium 354

4.15 Use 354

4.16 Content 354

APPENDIX V

Statistics to Chapter V (Tables) 355

5.1 -- 5.3 Vocabulary 355

5.4 -- 5.6 Listening 356

5.7 -- 5.9 Speaking 357

5.10 -- 5.12 Reading 358

5.13 -- 5.15 Writing 359

5.16 -- 5.18 Pronunciation **361**

5.19 -- 5.21 Grammar 362

5.22 -- 5.24 Trainees' attitudes to the teacher of English 363

5.25 -- 2.27 Methods 364

5.28 -- 5.30 Syllabus 366

5.31 -- 5.33 School problems of ELT 367

5.34 -- 5.36 Source 368

5.37 -- 5.39 Pedagogic purpose 369

5.40 -- 5.42 Medium 370

5.43 -- 5.45 Use 371

5.46 -- 5.48 Content 371

5.49 Consistency test of data -- results of t-test 372

5.50 Summary of variability scores --effective teaching

[G1, G2, SGx and SGy] 374

5.51 Comparisons of variability by category -- effective teaching 375

5.52 Summary of group preferences: Means of effective teaching

[G1, G2, SGx and SGy] 375

5.53 Comparisons of Means -- preferences of Use focused vs

Language focused items 376

5.54 Summary of variability in trainees' attitudes to the profession

[G1, G2, SGx And SGy} 377

5.55 Comparisons of variability by category (attitudes to the profession) 377

5.56 Summary of preferences of trainees' by category

[G1, G2, SGx and SGy] -- (attitudes to the profession) 378

5.57 Comparisons of Means by category: trainees' preferences

[G1, G2, SGx and SGy] -- (attitude to the profession) 379

5.58 Classroom communication: summary of variability

[G1, G2. SGx and SGy] 379

5.59 Comparisons of variability by category (classroom communication) 380

5.60 Classroom communication -- summary of preferences by category

[G1, G2, SGx and SGy] **380**

5.61 Comparisons of Means by category -- trainees' preferences

(classroom communication) 381

APPENDIX VI

Some Exerpts Taken From Trainees' Diaries: Supplement to Chapter VI 382

6.1 Background information of project participants 382

6.2 Trainees' attitudes 383

6.2.1 Reflections on feelings of doubt 383

6.2.2 Reflections on development of confidence and interest 384

6.3 Descriptions using Fanselow's categories (examples) 391

6.4 Lesson plans and activities of teaching practices (examples) 392

APPENDIX VII

The Practicum: Descriptions and Evaluations of Trainees' Teaching Practices 398

7.1 The first peer teaching practice 398

7.2 The second peer teaching practice 406

7.3 The third peer teaching practice 410

7.4 The fourth peer teaching practice 416

7.5 The fifth peer teaching practice 422

7.6 The sixth peer teaching practice 428

7.7 Teaching in real classroom 431

APPENDIX VIII

Project Evaluations: Forms 01 and 02 440

8.1 Project evaluation (summary from Form 01] 440

8.1.1 Effectiveness in promoting educational objectives 440

8.1.2 Relevance of project activities 442

8.1.2.1 Language learning experiences, beliefs, attitudes and practice teaching 442

8.1.2.2 Theories of learning and practice teaching **443**

8.1.2.3 Skills of teaching EFL 444

8.1.2.4 Reflections on attitude towards English and the profession in Ethiopia 444

8.1.2.5 Reflections on categories of classroom communication 445

8.2 Summary of responses obtained from Form 02 446

8.2.1 Change of perceptions and attitudes 447

8.2.2 Learning the language 447

8.2.3 Teaching English 449

8.2.4 Being a teacher of English 451

8.2.5 Understanding teaching 451

8.2.6 Developing confidence to teach language 452

8.2.7 Being ready to learn from others 454

8.2.8 The role of the researcher 454

8.2.9 Effect of the project in promoting co-operation and understanding... 455

8.2.10 Strong and weak points of the project 455

8.2.11 The effect of financial incentives 457

8.2.12 Any other 459

APPENDIX IX

Raw Scores of Chapter IV--[Groups G1, G2, G3. and G4]: (Tables 9.1 to 9.64) 460

9.1 -- 9.4 Vocabulary 460

9.5 -- 9.8 Listening 461

9.9 -- 9.12 Speaking 462

9.13 -- 9.16 Reading 463

9.17 -- 9.20 Writing 465

9.21 -- 9.24 Pronunciation 466

9.25 -- 9.28 Grammar **467**

9.29 -- 9.32 Attitudes to the teacher of English 468

9.33 -- 9.36 Methods 470

9.37 -- 9.40 Syllabus 471

9.41 -- 9.44 School problems of ELT 472

9.45 -- 9.48 Source 473

9.49 -- 9.52 Pedagogic purpose 474

9.53 -- 9.56 Medium 475

APPENDIX I

CORE QUESTIONNAIRE

PART I

Teachers' (Trainees and Practitioners) Conceptions of Effective Teaching of English: Based on their Classroom Learning and/or Teaching Experiences of English as a Foreign Language

Direction: In responding to the items under this category concentrate on what you think you should do in a classroom situation to learn and/or teach the language. Use the following key to show your preferences: Almost Always = 5 ; Mostly = 4 ; frequently = 3; Sometimes = 2; Rarely = 1.

A. Vocabulary. Based on my classroom learning and/or teaching experience, I think vocabulary is effectively learned when a teacher helps students to:

1. use newly learned words in conversation and writing. 5 4 3 2 1
2. learn the meaning of suffixes, prefixes, and roots of words . 5 4 3 2 1
3. use contextual clues to learn the meanings of new words and expressions. 5 4 3 2 1
4. study the meanings of words as given in dictionaries. 5 4 3 2 1

B. Listening . ...I think listening ability is effectively developed **when a teacher helps students to:**

1. focus on the general idea of the text or discourse listened to. 5 4 3 2 1
2. focus on the language of the text or discourse listened to. 5 4 3 2 1
3. focus on the logical relation of the main idea and the details of the text or discourse listened to. 5 4 3 2 1
4. focus on the meanings of new words and expressions of the text or discourse listened to. 5 4 3 2 1

5. work out and interpret the implications of the message of the text or discourse listened to. 5 4 3 2 1

6. focus on the information as directly expressed in the text or discourse listened to. 5 4 3 2 1

C. Speaking . ...., I think speaking ability is effectively developed when a teacher helps students to:

1. focus on the correctness of the language they use. 5 4 3 2 1
2. focus on the ideas they want to communicate. 5 4 3 2 1
3. depend on verbal language for expressing intentions. 5 4 3 2 1
4. use body language such as gesture, facial expression, eye contact, etc., to aid communication. 5 4 3 2 1
5. focus on the correctness of the language used by participants in a talking event. 5 4 3 2 1
6. focus on the ideas and intentions of participants in a talking event. 5 4 3 2 1

D. Reading . ...., I think reading ability can be effectively developed when a teacher helps students to:

1. skim for general idea of a reading text. 5 4 3 2 1
2. focus on details of a reading text. 5 4 3 2 1
3. guess at the meanings of new words in a reading text with the help of contextual clues. 5 4 3 2 1
4. use dictionaries to learn the meanings of new words in a reading text. 5 4 3 2 1
5. work out and interpret the intentions and implications of the writer in a text read. 5 4 3 2 1
6. focus on the grammatical patterns of different sentences used. 5 4 3 2 1
7. interpret figures, diagrams, sketches, cartoons in a reading

activity. 5 4 3 2 1

8. skim over figures, diagrams, sketches, cartoons in a reading activity. 5 4 3 2 1

9. predict what may follow next in a reading activity with the help of contextual clues. 5 4 3 2 1

10. focus on every word in a text. 5 4 3 2 1

E. Writing . ..., I think writing ability can be effectively developed when a teacher helps students to:

1. construct grammatical sentences by using newly learned words, phrases, clauses, and idiomatic expressions. 5 4 3 2 1

2. copy complete sentences from materials read. 5 4 3 2 1

3. take notes using English as much as possible from materials read. 5 4 3 2 1

4. be aware of the logical relation of the meanings expressed--in sentence parts. 5 4 3 2 1

5. construct varieties of grammatically correct sentences. 5 4 3 2 1

6. learn the logical relation of the meanings expressed in sentences composing a text. 5 4 3 2 1

7. use technical words as much as possible. 5 4 3 2 1

8. paraphrase abstract concepts as much as possible. 5 4 3 2 1

9. summarise main points of a text by using own **English as much as possible.** **5 4 3 2 1**

10. copy longer text--paragraphs, essays as expressed by the writer of the text. 5 4 3 2 1

11. check content matter they write about: rearranging, adding, omitting ideas. 5 4 3 2 1

12. check language mistakes they write about : grammar, spelling, punctuation, mechanics. 5 4 3 2 1

F. Pronunciation . ..., I think students can develop acceptable pronunciation if a teacher helps students to:

1. learn the stress patterns of words. 5 4 3 2 1
2. imitate and perform part or a whole dialogue as modelled by a native or near native speaker of English. 5 4 3 2 1
3. learn the intonation pattern of English using utterances in a dialogue. 5 4 3 2 1
4. reading aloud by imitating native or near native speakers. 5 4 3 2 1
5. identify different sounds such as the use of minimal pairs as in *ship* and *sheep* . 5 4 3 2 1
6. listen as much as possible to native or near native speakers of English. 5 4 3 2 1
7. speak as much as possible with native or near native speakers. 5 4 3 2 1

G. Grammar . ..., I think students can develop grammatical competence effectively when a teacher helps students to:

1. learn grammar rules. 5 4 3 2 1
2. write texts and to learn grammar from what they write. 5 4 3 2 1
3. form correct habits in the use of grammatical forms through imitation and controlled practice as in pattern drill. 5 4 3 2 1
4. speak the language and learn grammar from what they speak. 5 4 3 2 1
5. compose grammatically correct sentences using controlled practice such as fill-in the blank space, sentence completion, sentence transformation exercises. 5 4 3 2 1
6. express their intentions using grammatical forms without the fear of making errors. 5 4 3 2 1

PART II

Attitude to the Profession -- Attitude to the Teacher of English, Methods of Teaching English, Syllabuses of Training Teachers and School Problems of Teaching English .

In responding to the items in this category, show your preferences by using the following key : strongly agree = 5 ; agree = 4 ; uncertain = 3 ; disagree = 2 ; and strongly disagree = 1 .

A. Attitude to the Teacher of English. As a teacher or a trainee teacher of English indicate your *agreement* or *disagreement* to the following statements using the key given above.

In Ethiopia:

1. A teacher of English contributes significantly in national development since English is the medium of instruction in high schools and institutions of higher learning. 5 4 3 2 1

2. Other subject teachers have better access than English teachers to the English speaking people (native speakers) because they are more at ease with English native speakers than Ethiopian teachers of English. 5 4 3 2 1

3. Teachers of English are respected since English helps in **the development of local languages.** **5 4 3 2 1**

4. Teachers of English are not as important as other subject teachers since English is not as relevant as other school subjects in national development. 5 4 3 2 1

5. Teachers of English have better access to the English speaking people (native speakers of English) than other subject teachers because English teachers can understand better native speakers of English . 5 4 3 2 1

6. English can not be taught effectively by non-native speakers of English such as Ethiopians teaching English. 5 4 3 2 1

7. Teachers of English are not as respected as other subject teachers because English undermines national identity. 5 4 3 2 1

8. Non-native speakers of English can teach even better than native speakers of English. 5 4 3 2 1

B. Methods of Teaching English. Indicate your *agreement* and *disagreement* to the following methods as appropriate ways of teaching English in the Ethiopian classroom situation.

1. Not using the mother tongue such as Amharic in an English class. 5 4 3 2 1

2. Use of "authentic language" --language as used in real context (not simplified). 5 4 3 2 1

3. Drilling --making students imitate a teacher to learn correct habits of language use. 5 4 3 2 1

4. Focusing on group work by establishing co-operative relationship among students. 5 4 3 2 1

5. Use of simplified texts--simplified for language and content. 5 4 3 2 1

6. Use of the mother tongue to translate words such as translating English words into Amharic. 5 4 3 2 1

7. Occasional use of the mother tongue such as explaining grammatical concepts using Amharic. 5 4 3 2 1

8. Use of gesture, other body language, visual aids such as objects, realia, etc., to elicit verbal responses from students. 5 4 3 2 1

9. Focusing on individual work by establishing individual competition among students. 5 4 3 2 1

10. Use of language generating activities like language game, role-play, map reading, unscrambling sentences using pair or group work. 5 4 3 2 1

C. Syllabus of Teacher Training. Indicate your ***agreement*** or ***disagreement*** to the following as appropriate ways of training teachers of English as a Foreign Language.

1. Training candidates to acquire language teaching skills as recommended by the teacher trainer/educator through practice and modelling. 5 4 3 2 1

2. Helping candidates to develop learning abilities in language teaching through practice and critical reflection. 5 4 3 2 1

3. Training candidates to implement the teaching method of 'successful' teachers of English. 5 4 3 2 1

4. Helping candidates to explore effective teaching using classroom based data. 5 4 3 2 1

5. Training candidates to implement a syllabus recommended by educators for teaching students. 5 4 3 2 1

6. Helping candidates to build on what they know and do by reflecting on their beliefs, values, attitudes and teaching practice. 5 4 3 2 1

D. School Problems of ELT. Indicate your *agreement* or *disagreement* to the following statements about the teaching of English in Ethiopian schools.

1. Although school conditions are not satisfactory, English language teachers generally work hard to make teaching as effective as possible. 5 4 3 2 1

2. Although English language teachers complain of large classes, generally they do not teach English as effectively as they should because they do not have satisfactory teaching abilities. 5 4 3 2 1

3. Although class size is large, teachers of English generally teach good. 5 4 3 2 1

4. Many Ethiopian teaching English, undermine their profession because they are not aware of their responsibility as initiators of social change and development. 5 4 3 2 1

5. Ethiopian teachers of English with university degrees and diplomas teaching in the high schools have generally good teaching abilities. 5 4 3 2 1

6. Students are interested to learn English because English teachers are generally effective in their profession. 5 4 3 2 1

7. Although English teachers are paid low like other teachers, low pay is not the main reason for poor teaching in the schools. 5 4 3 2 1

8. Although many teachers of English have university degrees and diplomas, they lack professional abilities in language teaching. 5 4 3 2 1

9. Students are not generally motivated to learn English because **teachers' morale to teach is generally low.** **5 4 3 2 1**

10. Teacher preparation programme can help candidates to develop a positive value system of the profession. 5 4 3 2 1

PART III

CLASSROOM COMMUNICATION

In responding to the items under this category think of the English class(es) you think were effective while learning and /or teaching. Show your preferences of the following variables to promote effective classroom teaching of English. Use the key given below:

Almost Always = 5 ; Mostly = 4 ; Frequently = 3 ; Sometimes = 2;

Rarely = 1.

A. Source of classroom communication

1. The teacher	5 4 3 2 1
2. Students individually	5 4 3 2 1
3. Students paired or grouped	5 4 3 2 1
4. The whole class together	5 4 3 2 1

B. Pedagogic Purposes of Classroom communication

1. Structuring: to prepare students for an activity such as a teacher saying, " today we will do irregular verbs".	5 4 3 2 1
2. Soliciting: to set tasks and activities to be done such as asking questions by a teacher and/or by students-- **E.g. a teacher saying, " change the verb *speak* to the past".**	**5 4 3 2 1**
3. Responding : to perform tasks and activities as answering questions . E.g. A student responding by saying: " The past form of *speak* is *spoke* ".	5 4 3 2 1

4. Reacting: to give comments to with out being requested
such as a teacher saying " A good question" before answering
the question raised by a student in a class. 5 4 3 2 1

C. Mediums of Classroom Communication

1. Linguistic --aural : A teacher/ student(s) using
verbal language (spoken). 5 4 3 2 1

2. Linguistic --visual: A teacher/student(s) using transcribed
or written form of language -- E. g. reading silently,
copying from the blackboard. 5 4 3 2 1

3. Non-linguistic aural: Clapping, noise, etc. E.g. A teacher
clapping to mean "Stop Writing!" to his students. 5 4 3 2 1

4. Non-linguistic--visual: a teacher and/or student(s) using
real objects, diagrams, pictures, realia for the purpose of
language teaching and learning -- E. g. Students labelling
the different parts of the human body. 5 4 3 2 1

5. Para-linguistic --aural such as laughing, silence to pass
a message -- E.g. students remaining silent to a teacher's
solicit in order to pass the message that the explanation
was confusing or not clear -- E. g. a teacher says, "Is it clear?"
Students remain quiet or silent. 5 4 3 2 1

6. Para-linguistic--visual such as the use of gazing, posture,
gesture, eye contact. E.g. a teacher smiles to express

satisfaction over his/her students' performance. 5 4 3 2 1

D. Uses of Classroom Communication

1. Attending. E.g. students silently reading or listening to the teacher. 5 4 3 2 1

2. Characterising; Talking about content such as differentiating, evaluating, examining, illustrating, labelling -- E.g. a teacher or student(s) giving examples of possible sources of energy in Ethiopia such as fuel wood, electricity, etc., in a comprehension exercise. 5 4 3 2 1

3. Presenting: Communicating content itself such as questioning, stating, defining. E.g. a teacher and/or students stating what 'fuel wood' means in a comprehension exercise. 5 4 3 2 1

4. Relating: Communicating about content such as explaining, interpreting, etc. --E.g. A teacher and/or student(s) explaining the implication of shortage of fuel wood on the life of rural people in Ethiopia in a comprehension exercise. 5 4 3 2 1

5. Representing: Communicating with or without change to communicate content that someone has said such as paraphrasing, transforming, substituting, combining --E.g. a teacher and/or student(s) paraphrasing a government statement on the banning of charcoal in a comprehension exercise. 5 4 3 2 1

E. Contents of Classroom Communication

1. Language Systems such as grammatical, meaning, sound system, writing, etc. -- E.g. a teacher/student(s) discussing the structuring of conditional sentences. 5 4 3 2 1

2. Life -- A teacher and/student(s) discussing or performing with language daily activities of people such as public and social issues, personal feelings -- E.g. students discussing how to organise a trip to a nearby mountain. 5 4 3 2 1

3. Procedure: a teacher/student(s) using language of procedure. E.g. a teacher taking attendance, asking students to be silent, etc. 5 4 3 2 1

4. Subject Matter: A teacher/student(s) discussing other subject(s) except language such as history, geography, biology, etc.-- E.g. students talking in groups about the causes of the battle of Adowa. 5 4 3 2 1

PART IV

PERSONAL INFORMATION

(This will be kept confidential)

(1). Name. .....(2). Age..... (3). Sex.....

(4). Qualification: Put a tick. Diploma.....BA.....MA.... PhD D.... If you are a university student put a tick to indicate the year you are in: II.....III.....IV....

(5) Teaching Experience (write the number of years).....

(6) You majored in English: put a tick

(a) out of interest.....(b) without interest.....

APPENDIX II

PROJECT ACTIVITIES: BACKGROUND KNOWLEDGE

(Beliefs, Attitudes, Exposition, Descriptions, Theory and Practice)

2.1 Activities on Language Learning Experience. [Pennington, 1990: 136].

Direction: Check the appropriate boxes in the left hand column for the language learning activities listed across the top of the chart. After you have finished, notice which boxes you have checked most and consider what this says about your language learning experience. Then complete the following statements:

1. In general my language learning experience has been.....
2. My most enjoyable activity has been.....
3. My most valuable activity has been.....
4. My least enjoyable activity has been.....
5. My least valuable activity has been.....

KEY

Top of the chart :

1. conversations 2. structured speaking;

3. repetition; 4. dictation; 5. learning songs; 6. listening to radio;

7. watching TV; 8. language lab; 9. memorisation; 10. reading aloud;

11. reading silently; 12. translating; 13. writing essays;

14. writing poetry; 15. grammar rules.

Down ward of the chart :

a. experience; b. no experience; c. in class

d. out of class; e. enjoyed; f. disliked; g. did alone; h. needed others;

i. creative; j. repetitive; k. valuable; l. not valuable.

	a	b	c	d	e	f	g	h	i	j	k	l
1												
2												
3												
4												
5												
6												
7												
8												
9												
10												
11												
12												
13												
14												
15												

2.2 Identifying beliefs and attitudes about language learning. [Wright, T., 1990: 85--86].

Direction: Quickly respond to the statements that follow by checking them if you disagree with them, or leaving them blank if you can not make up your mind.

1. Teachers usually stand up at the front of the class when teaching.

2. Learners are usually arranged at desks in rows.

3. Teachers decide on how fast the learners should work on learning tasks.

4. Teachers set questions for the learners to answer.

5. Learners make mistakes which teachers correct.

6. Classrooms are noisy and busy places.

7. Learners compete with each other to give answers to teachers' questions.

8. The textbook usually guides the lesson.

9. Now do the following:

(a) Compare your response with a partner's.

(b) With your group, add three or more statements that you think typify your classroom learning experience.

(c) For statements that you were unable to decide upon a response to, note your difficulties and discuss them with your group.

2.2.1. Tasks on beliefs & attitudes.

Now look at the following statements. These statements describe classroom behaviour that could be positively or negatively valued. Put (+) by the ones you think should be encouraged and put (-) by the ones you should discourage.

1. Learners stand up when they answer questions.
2. Teacher always provide model answers to learning exercises.
3. Teachers follow lesson plans.
4. Teachers praise correct answers.
5. Learners collaborate on answers to questions or exercises that teachers set.
6. Learners suggest how exercises might be done.
7. Learners respect teachers' experience and knowledge.
8. Teachers investigate the process of their classroom.
9. Learners reveal personal details about themselves in class.
10. Teachers discipline learners.
11. Now form a small group say, of five persons and try to write five more statements that accurately reveal personal attitude regarding teacher and learner behaviour.

2.2.2. Additional exercises on beliefs and attitudes [researcher's material]

Here is a list of classroom behaviours of teachers. In the space provided put (+), if you think that the behaviour is positive and promotes learning; and (-) if you think that the behaviour is negative and consequently discourages learning:

1. asking students to stand up before the lesson starts . .....

2. smiling and saying 'Good morning' or 'Good afternoon' before starting the lesson. .....

3. starting the lesson right away by asking students to take out their exercise books, textbooks, etc. .....

4. starting a class by telling a joke or an anecdote .....

5. telling students that if they don't work hard they will fail the course .....

6. telling students that learning English is easy if followed with interest and giving them examples of successful learners of the language . .....

7. warning students who do not do homework and instructing them to bring their parents. .....

8. privately talking to students who do not do homework and advising them not to repeat similar mistakes .....

9. sending students out of class when they make disturbing noises by sitting far behind in the class. .....

10. moving disturbing students to the front seats and keeping an eye on them. .....

11. reading all language errors made by a student and comparing them with another one who did perfectly. .....

12. identifying the weak students in class and giving them additional tasks, advice and guidance to be able to cope with. .....

13. using red pen and correcting every error made. .....

14. using a light dark pencil to correct major errors that deter intelligibility . .....

15. calling students by pointing a finger or using the pronoun 'you'. .....

16. calling students by names .....

17. not talking to students outside of the class particularly to the opposite sex. .....

18. mixing with students and participating in extra curricular activities outside of class irrespective of sex. .....

19. in class using English only .....

21. in class using English and occasionally the mother tongue of the students . .....

<u>Questions for Class Discussion</u>

1. Add any three positive and three negative classroom behaviours of teachers.

2. Discuss with your group members your responses to the items above and those you added up to the list. Focus on the Ethiopian classroom context and try to be as realistic as possible.

3. Relate your responses to the 'positive learning cycle' suggested by Hutchinson and Waters.

4. Discuss whether teachers have to manage classes in similar ways or differently. Give reasons.

2.3 Describing classroom behaviour [Source: the Researcher].

Now you are going to observe video recorded lessons.

1. Describe the activities of the teacher observed. Do not use terms such as 'good', 'bad', 'interesting'. Just describe what the teacher does.

2. Study your description carefully. Think how effective you think the lesson was. Then, reflect on the lesson you observed to your group members. In your group point out the points you agreed upon and those you disagreed.

3. Now you are going to observe the same lesson again. This time you will focus on a specific classroom behaviour of the teacher. Identify a question or a theme that interest you for observation, for example teacher's medium of communication--linguistic, non-linguistic or any other that strikes your mind. Then, answer the following questions:

(a) Explain why you want to observe the behaviour selected?

(b) Describe the specific classroom behaviour of the teacher you observed?

(c) Reflect on the behaviour you described to your group how it influenced the effectiveness of the lesson? Note the points you have agreed and disagreed with your friends and think of the underlying reasons.

4. Now you will be observing the lesson again. This time you will focus on the behaviours of learners.

(a) Describe the activities of the students?

(b) Reflect to your group members what you think about the effect of the activities on students' learning?

(c) Note the points you agreed and disagreed upon and think of the underlying reasons.

5. Now you will observe another lesson. Do the activities you have done in 2.3 (1, 2, 3). Compare and contrast (a) the teaching behaviours of the two teachers; (b) the learning behaviours of the two groups of learners. Reflect on the behaviours you think were appropriate to promote effective teaching and learning.

2.4. Peer Teaching

You will be teaching a lesson for a period of ten minutes. Prepare a lesson that you think you could teach it in the specified time. Assume that you are teaching grade nine students. Prepare the lesson on any topic that you think is appropriate for the specified grade. Your lesson will be video recorded. Your friends and the tutor will also observe your peer teaching and reflect on your teaching practice.

(a) As a peer teacher, reflect on your experience.

(b) As a student of a peer lesson reflect on your learning experience.

(c) Now try to detach yourselves from the feelings you experienced as a peer teacher and as student of a peer class. Describe the activities of the peer teacher by observing the lesson on video play back.

(d) The peer teacher will reflect on his/her lesson followed by reflections by peer members and the tutor. Express freely the points you agree and disagree on. Give adequate reason for doing so. [This reflective cycle has been repeated for all peer teachings made, see Ch. III] .

2.5 Exposition--Theory/Practice. [Researcher's selection, the purpose was to increase trainees' repertoire of reasoned reflection]

Here are some quotations on language teaching. Discuss in your group if you agree or disagree with the ideas expressed in the following statements. You can ask the researcher for any clarification whenever necessary. [Hutchinson and Waters, 1987 : 39--40].

1. The starting of all language teaching should be an understanding of how people learn.
2. 'Give a man a fish and you feed him for a day. Teach a man how to fish and you feed him for a life time'. (Chinese proverb) .
3. 'Learning is a mechanical process of habit formation and proceeds by means of the frequent reinforcement of stimulus -response sequence'.

4. Now you are going to do the tasks below: [Researcher's selection--the purpose was to help trainees see the relation between practice and theory. By understanding the underlying assumptions of lesson activities trainees can guide their activities and can also take position on issues related to language teaching].

(a). Classroom learning tasks

Study and reflect on the following language teaching exercises. [Diane Larsen-Freeman, 1987:3].

Task one

Teacher: Repeat after me

Teacher: Post Office

Class: Post Office

Teacher: To the Post Office

Class: To the Post Office

Teacher: I'm going to the Post Office.

Class: I'm going to the Post Office.

Task two : Sentence subordination

[Donovan, OUP, 1975 quoted by Hutchinson and Waters, 1987 : 40].

Do the following exercises and reflect on your learning experience.

(a) The liquid was heated. When the temperature reached 100 dc. *The liquid was heated until the temperature reached 100 dc.*

(b) The material was stretched. When it was 50 cm long, the stretching was stopped. *The material was stretched.....*

Task three: what an applicant might say

[Dresner and others quoted by Hutchinson and Waters, 1987 : 40--41]

Study the examples given and then practice what an applicant might say for each job.

RECEPTIONIST--1yr. NOTE

exp. full time, call Bill 821-3280 Always give the number of years or months experience you have

I have 1 year's experience as a receptionist .

WELDER--min 2 yrs .....

exp. req. good sal. 821-3000.....*I have 3 year's experience as a welder .*

CASHIER--1yr. exp. 8-5 p.m. daily .

Good sal. 821-3000.....

MECHANIC-5 yrs. exp.

call A.M. 331-6000 Ext. 12 .....

TYPIST -min. 2 yrs. exp. 65 WPM.

Write Thesis paper Ad 3160.....

APARTMENT MANAGER-1yr. exp.

pref. 165 Brown St. Omaha .....

BOOKKEEPER-some exp. prop.

call 381-6201.....

Questions for Discussions

Discuss and reflect on:

(a) your learning experiences in doing the tasks.

(b) the lesson objectives that the tasks can be used to meet for .

(c) the appropriacy of using similar tasks in the teaching of English to high school students .

(d) the underlying assumptions of learning language used in setting the tasks.

(e) What do you think an employer might feel, if an applicant states on phone just the number of years of experience in a given job? For example :

Mr. A (an Applicant) phones to Mr. B (the Employer).

Mr. B: Hello, Mr. B speaking.

Mr. A: I have three years of experience as a welder.

(f) You must have come across the terms *accuracy* and *fluency* in the teaching of English. In short accuracy aims at achieving correctness in the use of language and fluency aims at achieving communicative abilities--the skill to express one's ideas and desires intelligibly. Discuss how this two aspects of language teaching are addressed in the tasks you have done and reflected upon.

5. Pre Teaching Activities.

Prepare classroom learning activities to teach the accurate use of any grammatical form in English for grade nine students. Discuss the appropriateness of the activities with your friends, if necessary consult the tutor. You will be given maximum time of ten minutes to present the lesson.

6. Post Teaching Activities

Now observe and describe the peer teaching presented with the help of video play back. Then reflect on the lesson observed. Some points are suggested for consideration below:

(a) the general feeling that the lesson generated;

(b) the clarity of lesson aim(s);

(c) harmony of objectives of the classroom activities with the lesson aim(s);

(d) teaching behaviours realised that need strengthening and those that need correction;

(e) any other.

7. Study the following statements carefully. Discuss in your group if you agree or disagree as principles of teaching to promote classroom learning. [Adapted from Hutchinson and Waters, 1987 : 42--43] .

(a) 'The learner is an active processor of information'.

(b) 'We learn by thinking about and trying to make sense of what we see, feel and hear.'

(c) 'Learners should be engaged in problem solving tasks in order to learn language meaningfully'.

8. Do the following reading comprehension tasks:

Passage 1

The factors affecting the rate of heat transfer through the skin also determine the rate of diffusion of gases through the walls of the cells, tissues and organs of plants and animals. For example, oxygen and carbon dioxide are absorbed through the walls of various organs. The greater the surface area of these organs in relation to their volume, the more of the surface will be exposed to the gas, and hence the faster the rate of diffusion.

The following examples illustrate the effect of the surface area volume ratio on heat transfer and diffusion. Explain them by answering the questions:

(a) Cold-blooded animals depend on the warmth of the sun to make their muscles work. The wings of butterflies and the tails of reptiles serve to absorb warmth. why is this?

(b) The smallest hummingbird weighs less than 2 grams. Why are humming birds only found in hot countries?

(c) In hot weather, hippopotamuses and water buffaloes spend a lot of time in he water. Why do they have to do this?

(d) Why do animals sleep curled up in cold weather but stretched out in warm weather ?

(e) Why are aquatic warm-blooded animals in northern and southern seas very large (whales, seals, dolphins)?

(f) Why do babies suffer more from the cold than adults?

(g) Why are human lungs shaped like what they are?

(h) Why don't micro-organisms need special organs for the absorption of oxygen?

[Adamson and Bates (1976) quoted by Hutchinson and Waters, 1987: 43--44]

Passage 2

The Major processes of an Economic System

Four major processes cover the activities of people in any economic system: the primary raw material industries, manufacturers, distribution, and the service industries. First there is the process that provides the raw materials needed in a modern economy: the materials and fuels, the grains and other vegetable and animal food products, wool, cotton, flax, and other fibbers; lumber; stone, sand and clay; leather, hides, and skin and like commodities. This is the work of enterprises engaged in agriculture, mining, lumbering, hunting, and fishing- often called the extractive, or primary industries.

Now answer the following questions by putting a tick under *YES* or *NO* .

	YES	*NO*
(a) Is fibre a kind of raw material?	.....	.....
(b) Is silk a kind of fibre?	.....	.....
(c) Is lumbering an extractive industry?	.....	.....
(d) Is lumber another name for fibre?	.....	.....
(e) Is cutting down trees an extractive industry?	.....	.....

Class Discussion

(a) The lesson aim(s) and objectives that can be achieved by using passages 1 and 2 as classroom learning activities .

(b) The appropriateness of using such passages in the teaching of English in high school.

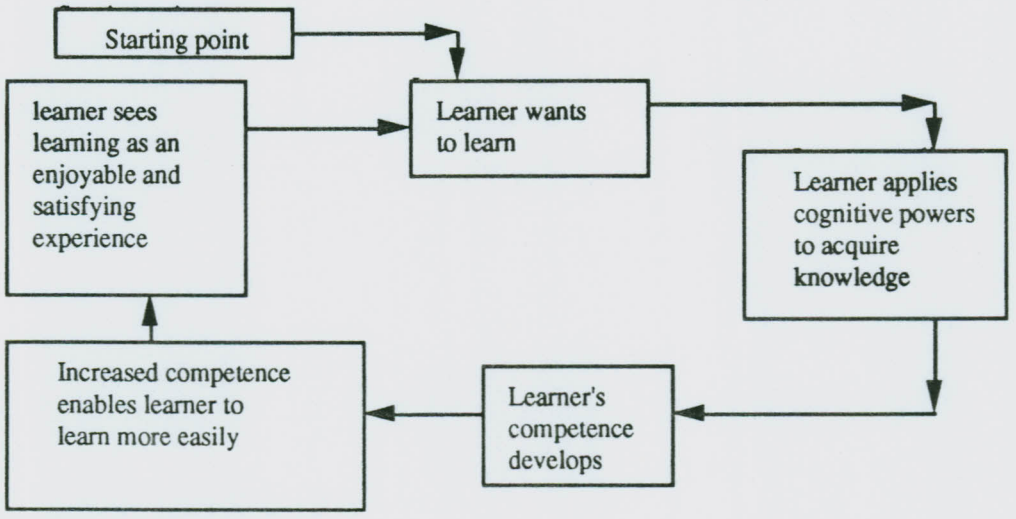
(c) The theory of learning assumed in the exercises.

9. Discuss the following quotations and 'positive learning cycle'. [Hutchinson and Waters, 1987: 47].

(a) Learning, particularly the learning of a language is an emotional experience, and the feelings that the learning process evokes will have a crucial bearing on the success or failure of the learning.

(b) The emotional reaction to the learning experience is the essential foundation for the initiation of the cognitive process. How the learning is perceived by the learner will affect what learning, if any, will take place. [underlining mine].

(c) A Positive Learning cycle



A positive learning cycle

APPENDIX III

TEACHING LANGUAGE AND THE SKILLS (EFL)

In this section you are given some selected behaviours of learners of English as a foreign language. You are expected to rationalise your teaching behaviour in terms of learners behaviours. The design of the activities is based on the assumption that effective learning is mediated by learning. [see Widdowson, 1983, 1990] .

3.1 The teaching of vocabulary

Here are some selected behaviours of learners trying to develop their vocabulary in the language:

(a) use newly learned words in conversation and possibly in writing;

(b) learn the meanings of suffixes, prefixes, and roots of words;

(c) use contextual clues to get the meanings of new words and expressions;

(d) learn the meanings of words from dictionaries.

1. More practices on the teaching of vocabulary

(a) Add any three practices of learners to the above list.

(b) Discuss in your group the underlying assumption of these practices.

(c) Discuss and rearrange the practices in terms of priority as lesson objectives. Give reasons for doing so during class discussion.

2. Tasks for the Learning of Vocabulary

Do the following vocabulary learning activities taken from English for New Ethiopia; Pupils Book, Grade Nine (1991: 2--6).

APPENDIX III

TEACHING LANGUAGE AND THE SKILLS (EFL)

In this section you are given some selected behaviours of learners of English as a foreign language. You are expected to rationalise your teaching behaviour in terms of learners behaviours. The design of the activities is based on the assumption that effective learning is mediated by learning. [see Widdowson, 1983, 1990] .

3.1 The teaching of vocabulary

Here are some selected behaviours of learners trying to develop their vocabulary in the language:

(a) use newly learned words in conversation and possibly in writing;

(b) learn the meanings of suffixes, prefixes, and roots of words;

(c) use contextual clues to get the meanings of new words and expressions;

(d) learn the meanings of words from dictionaries.

1. More practices on the teaching of vocabulary

(a) Add any three practices of learners to the above list.

(b) Discuss in your group the underlying assumption of these practices.

(c) Discuss and rearrange the practices in terms of priority as lesson objectives. Give reasons for doing so during class discussion.

2. Tasks for the Learning of Vocabulary

Do the following vocabulary learning activities taken from English for New Ethiopia; Pupils Book, Grade Nine (1991: 2--6).

A. Study the meanings of all the following words:

(a) Energy (n) force, capacity to do things. Tesema cannot do the kind of work that needs a lot of energy, because he is very old. Some kinds of food, such as fat and sugar, give us energy.

(b) Species (n) group having some common characteristics. A man belongs to the human species. A tree belongs to the plant species.

(c) to squeeze (v) get(water, juice, etc.) out of something by pressing tightly from all sides. The sponge has absorbed water; please, squeeze the water out.

B. Match the words in the list with the words the definitions that follow:

be crushed (v); raw (adj); impurities (n); harvesting (n); impure (adj.); crystal (n); adequate (adj.); to crystallise (v); residue (n); rollers (n).

a.....(adj.) not manufactured or prepared for use.

b.....(n) that which remains after a part is taken or crushed.

c.....(adj.) sufficient, enough.

d.....(n) cylinder-shaped objects of metal, wood, rubber, etc., usually part of a machine used for pressing or crushing things.

C. Word Practice

Choose the most suitable words from the list given below to fill in the blank spaces provided.

raw, squeeze, frost, rollers, ripe, crystallise, desirable, harvesting, crushing, residue, impurities and *adequate*

a. Thousands of Ethiopians are in the habit of eating .....meat.

b. It is most.....that we eradicate illiteracy.

c. Some people.....lemons into their tea.

d. Don't buy these tomatoes because they are not.....

e. The.....of our local drink 'tella' is known as 'atella'

3. Questions for Discussions and Reflections

(a) Discuss and reflect whether the teaching of vocabulary used in English for New Ethiopia matches with your priority order of teaching vocabulary or not. Give reason(s) for any decision you make.

(b) If you think that the vocabulary learning activities used in ENE have to be rewritten (modified, structured...), prepare activities to teach some of the vocabulary items covered to your peer. Discuss the activities you set with your friends. You can consult your tutor if you think so.

4. Peer Teaching [see procedures of conducting post teaching reflections, Appendix III].

5. Practice in setting tasks

Read the passage below taken from ENE. The words you discussed and taught were taken from the passage.

SUGAR

Sugar is sweet; children like it very much. It is used for sweetening tea and coffee. It is used in cooking and baking cakes. web need sugar because sugar gives energy to our bodies.

There is sugar in all species of plants but in different amounts. The amount of sugar present in sugar beat and sugar cane plants is higher then in all other species of plants. That is why a sugar-cane plantation is important.

Sugar-cane needs hot, moist climate conditions for its rich growth . Frost is harmful. For high production, temperature must be above 21 dc for much of the year. Rainfall well above 1600 mm is desirable. There should also be a short, drier season when the crop is ripe. heavy rainfall at this time reduces the sugar content and makes harvesting difficult. sugar-cane grows well within the tropics wherever rainfall is adequate or water is available for irrigation. do you know the region where sugar-cane grows in Ethiopia ?

When the sugar-cane is ripe, it is cut down. The cut cane is loaded onto trucks and then transported to the sugar factory. Here the cane is crushed between heavy rollers. This squeezes out a liquid from which raw sugar is allowed to crystallise. The liquid that remains is known as molasses. The molasses is used for rum manufacture. The cane residue is burnt as fuel or converted into paper or cattle food. The crystals of raw sugar, brown in colour, need further processing to remove impurities. when this is done, the sugar we know on our tables is formed.

[ENE adapted from Man and his Environment by J.G Wilson].

6. Demonstration.

A. Choose the nearest word or phrase that can define the corresponding underlined word taken from the passage. Do not use the dictionary. use contextual clues to guess at the best answer.

(1) energy: (a) pleasure; (b) stimulation; (c) force, capacity to do things

(2) species: (a) varieties ; (b) living things that share specific properties ;

(c) domesticated plants.

(3) frost: (a) hot climate; (b) moist climate ; (c) very cold weather.

(4) desirable: (a) worth having; (b) dangerous; (c) desert land.

(5) ripe : (a) flowering stage; (b) ready to be gathered; (c) planting stage

B. Class Discussion

(1) Which of the underlined words in the passage do you think could be difficult to learn from the context?

(2) What decision do you think would be appropriate to take when you find a word difficult to guess at its meaning?

(3) What should be done in the selection of texts for the purpose of teaching students to make use of contextual clues to learn new words?

C. Tasks

(1) Prepare exercises using some of the underlined words to help students to learn the use of contextual clues.

(2) The questions under 'b' are sequenced to follow the logical sequence of a paragraph entitled 'Growing Sugar-cane'. Write a paragraph by choosing the answers from 'a' to the questions under 'b'.

(a) Questions

(1) What kind of climatic conditions does sugar-cane need?

(2) What is harmful to sugar?

(3) What is the level of temperature needed for high production of sugar cane?

(4) What is the desirable level of rainfall to grow sugar-cane?

(5) what kind of season is needed when the crop is ripe?

(6) What reduces the sugar content and makes harvesting difficult?

(7) Why does sugar-cane grow well in areas within the tropics?

(b) Answers

(a) ...because rainfall is adequate or water is available for irrigation.

(b) ...hot, moist climatic conditions for its rich growth.

(c)....heavy rain and makes harvesting difficult when it is ripe.

(d) ...frost.

(e) ...a short, drier season.

(f) ...21 dc or above for much of the year.

(g) ...above 1600 mm.

(3) The text below is part of a passage in English for new Ethiopia, Grade Nine, page 83 . Prepare tasks from the text that can be used for classroom activities. Try to integrate some of the skills.

A physician, Sir Ronald Ross, was the first to prove that malaria was transmitted by mosquitoes. In 1985, Ross met Sir Patrick Monson, the first person to suggest that malaria was transmitted by mosquitoes. a certain kind of mosquito, the anopheles, was the carrier of malaria.

3.2 The Teaching of Listening Skills

1.Exposition: discuss with your group the following ideas on listening comprehension. Feel free to ask the tutor for any help, especially to understand some abstract concepts [Brown and Yule, 1989 : 57--59].

(a) In a listening comprehension it is necessary to understand the term *utterance* . " When we talk of the 'meaning' of an utterance, we could be referring to the *literal* meaning of the words combined in a particular structure. We could also be referring to what the speaker intended to convey by uttering these words, that is, the *speaker intended meaning*....".

(b) 'Literal meaning' is clearly related to which words are actually uttered. It is based on the *text* of what is said.... If you want wish to talk about *speaker's intended meaning*, you will rely to some extent on the words uttered, but you will also need to take many aspects of the context into consideration. When both *text* and *context* are considered together in terms of the interpretation of utterance, we shall use the term *discourse* .

Discourse is a text interpreted in context .

(c) The distinction between *literal meaning*, and *speaker's intended meaning* must be kept in mind when the notion of listening comprehension is considered. It is absurd to think that speakers will present, in words, every thing they intended to communicate. Speakers have to be able to expect that this listeners will have some background knowledge of the way the world is and be capable of making reasonable inferences on the basis of this knowledge. Thus, when a listener encounters an utterance like: "the car turned round the corner and he couldn't see what was coming', there is no literal assertion of the fact that this car had a driver. In order to understand who *he* is, the listener has to *fill in* this gap in the literal

message. In so doing, the listener is constructing his interpretation of what the speaker intended to convey.

(d) The process of understanding what we hear is a process of arriving at a *reasonable interpretation* of what the speaker intended to communicate. *comprehension should not be treated as a 100 percent notion* . What native listeners operate with are partial, reasonable, interpretations of what they are listening to, and it seems unjustifiable to require of non-native listeners that they do more. Since it is presumably the general experience of success in understanding via such partial interpretations that allows the native listener to have confidence in his ability to understand what he hears (without, in any sense, totally comprehending everything what he hears), then it should be for this experience which we should provide for non-native speakers. That is, the aim of a listening comprehension exercises should be for the student to arrive successfully at a reasonable interpretation, and not process every word, and not to try to work out *all* that is involved in the literal meaning of the utterance, since that is, in principle, an impossible task.

(e) Our common experience must surely be that a speaker exposes some of his intentions in uttering language and achieves understanding by his listeners of only some of these intentions. We achieve a partial interaction of point of view, a *partial* understanding of what the speaker intended most of the time.

(f) In spite of the fact that we are to achieving only partial success with our own utterances and can only expect a partial understanding of much of the language that is addressed to us, nonetheless we clearly operate with the expectation of a tolerable degree of mutual comprehension. It is surely this expectation, this habit, of tolerable mutual comprehension which we wish to develop in our students.

2. Practice [Hicks, R.B. supplementary listening exercises to Freshman English 101-A, ILS, AAU] .

A Trip to a Game Park

You are going to listen to a description of a trip to a game park. what game parks exist in Ethiopia? What would you expect to see there?

Task One

Listen to the passage and work out which four animals he is describing. write the four names at the heading to each column of notes below and check with your partner.

Task Two

Listen again to the description of each animal and complete these notes.

Animal	1	2	3	4
Physical Features: Size				
Colour				
Neck				
Legs				
Special Features				
Habits : Day/Night/Evening				
Food				
Habitat				
Other Points of Interest				

Task Three

Listen to the dialogue on the cassette. Put this actions in the right order, adding a subject where necessary:

dropping the camera; hiding under the car; sleeping; getting up; getting out of the car; throwing stones; starting the engine; going home; charging; walking up; attacking her; moving; looking at you; holding on to the exhaust.

Task Four

In pair construct the dialogue.

Task Five

Grammar Practice : Present Simple Tense

Check your answers in pairs by asking and answering questions about each animal.

What does the .....look like? (OR)

What do .....s look like?

What does the.....do at night/ in the day? (OR)

Where does it sleep? (OR) Where do they sleep?

Where does it live? (OR) Where do they live?

Where does it eat? (OR) what do they eat?

How does it get its food/store its food?

How do they get their food/ store their food?

Task Six

now describe two animals to your partner using the notes in your table. He will then describe the other two animals.

Task Seven

Write a description of two animals using the same notes.

Task Eight

Locating Places: Two students are talking about their holiday.

(1) look at the map below and listen to the conversation. Mark on the map where they went for their holidays by drawing circle around the place.

Key: Plane ------- ; Bus xxxxxxx ; Lorry =====

Places: A = Asmara; M = Massawa; L = Lalibela; G =Gondar; A.A = Addis Ababa

(2) Listen again and show a tick what each did on holiday .

	John	Tesfaye
Flew to Asmara in a plane	.....	.....
Swam	.....	.....
Drove in a lorry	.....	.....
Farmed	.....	.....
Travelled in a bus	.....	.....
Visited Asmara	.....	.....
Saw the Churches at Lalibela	.....	.....
Went to Dance	.....	.....
Ate and slept on a bus	.....	.....
Studied	.....	.....
Grew vegetables	.....	.....

<u>Oral Practice: Past Simple Tense</u>

now check your answers with a partner by practising asking and answering questions about each of the activities above.

Did John fly in a plane? (OR) Did John fly to Asmara ?

Yes, he did.

Where did he fly to?

He flew to Asmara.

Did Tesfaye fly to Asmara?

No, he didn't.

Did John swim?

Yes, he did.

Where did he swim ? etc.

Oral Practice : Present Perfect Tense

Look at this extract from the conversation.

Have you ever flown to Asmara?

No, I've never flown anywhere.

Have you ever been to Massawa?

When did you go to Massawa?

I went there when I was ten.

Ask similar questions about all the activities listed above. Answer from what you can remember of the dialogue.

E.g. Has John ever flown to Asmara?

Yes, he has.

When did he fly there?

He flew there in the holidays.

Questions for Discussion

(1) Discuss the underlying assumptions of language learning used in the tasks.

(2) Discuss what lesson aims can be achieved by using the tasks as classroom learning activities.

(3) What skills are integrated in the tasks? Can you think of integrating other skills in the context of listening comprehension?

Project

Select a text suitable for teaching listening comprehension. Prepare classroom learning exercises from the same text to be presented in about ten minutes. Consult your group members or any one of your peers. If necessary consult your tutor.

Peer Teaching [see procedures of running post teaching reflections] .

3.3 The Teaching of Speaking Skills

1. Exposition: Theory

Discuss the following ideas on speaking English in your groups. [Brown and Yule, 1989 : 26--38] .

(a) Correctness in terms of pronunciation is,..., a frequent goal in spoken English....

(b) ...the aim of achieving native -like pronunciation is not only unattainable but unreasonable....

(c) Nowadays the teacher probably tries to achieve the set of phonological contrasts which is manifested in RP, but does not worry too much about the phonetic detail.... The only students who need to have highly polished accents are those who are going to be English teachers. most of these accept that they are not about to go into the business of working as undercover agents, but are simply Italian or Danish or Egyptian accent. It is rarely demanded, nowadays, of native English teachers that they should lose their Yorkshire or Somerset accents. It is only required of such teachers that what they say should produce clear and not *heavy accented English* . They do not seek to become RP speakers. Neither need foreign learners. There do still exist spoken pronunciation courses for foreign students which appear to wish to exact a native-like standard pronunciation. Less competent students in particular are likely to find courses which place a strong emphasis on pronunciation extremely boring, an attitude which leads to them becoming increasingly less competent. That minority of competent students who emerge from a course with good pronunciation seem to gain more spontaneously mimicking good models than from hours spend drilling vowels and consonants and words in isolation.

(d) used well, language learning experience based *on notions of correct responses* may enable the student to improve his pronunciation and to improve his ability to produce short structured responses in familiar dialogue slots. What it obviously can not prepare him to do is produce an extended response, to take a 'long turn', since it gives him no practice in

extended responses. neither does it prepare the student to make the spoken foreign language *work* for him, by working out what he wants to say by saying it and then modifying it ....

2. Practice

A. Study the following phrases commonly used in interaction of short turns as responses.

(a) The speaker agrees to co-operate or not ....

Yes, of course; Right; Right, I will; Sure, I can't; I really can't manage it; I'm afraid not.

(b) The speaker agrees with what has been said. In friendly conversations the speaker normally produces at least a *double* .

Yes, it is ; Yes, that's right ; Of course, it is ; Quite, absolutely true ; yes, I do ; Yes, he was ; Yes, they were ; etc.

(c) The speaker politely disagrees. Since the purpose of international conversation is to produce agreement, disagreement tends to be expressed in a roundabout way: Well, not really; No, quite no; Perhaps not quite as bad/good/difficult, as that erm, I don't know.

(d) The speaker may merely indicate *possible doubt* as in: I'm not quite sure; Really? Is that right ? Are you sure ?

(e) the speaker needs to be able to express an opinion. he needs a set of *good* expressions and a set of *bad* expressions and a set of modifiers to attach to these: Very nice indeed (good, clear, pretty, etc.); Really nice; Quite nice; Not very nice; Not at all; very nasty indeed (disagreeable, bad, noisy, difficult, etc.); really nasty (etc.).

(f) the speaker needs a set of *fitters* which will let him make it clear that he has taken up his turn to continue with his turn, but is planning what to say....well, erm, er, ah, uhm, mhm, of course, obviously, it's clear that, perhaps, I think, I suppose.

(g) the speaker needs a set of highly general vocabulary items which he can use in a flexible way to construct *short responses* , words like: do, be, come, get, can, know --- thing, bit, person, one, side, place --- bit, little, nice, small, good, easy, hard, etc.

(h) The speaker needs a few simple structures: (I think) it's a good one/ it's good / it's really / very nice (of course) he's difficult / it's no good, etc.

B. Play the following dialogues by changing roles with your friend.

(a) A: You will have seen a lot of changes if you've lived in Edinburgh .

B: Well + yes + ah ha + most of them not very nice actually + + a few quite nice ones .

(b) A: there was no ele + there was no electricity and there were trees and everything all over the road + it was quite frightening .

B: terrible

(c) A: the next day they go round to peoples houses

B: hm hmm

A: but + eh + it was very good

B: ah ha

A: and very friendly + and nobody got too obstreperous as they do here .

B: (laughs)

A: but Z--I thoroughly enjoyed myself

B: good + great

(d) A: she goes up north and takes eh + recording of singing

B: oh + yes + that's lovely

(e) A: you buy a ticket for a week or two weeks and you can travel wherever you like + my grandson bought one for a month .

B: uhuh

A: an Ameripass you call it

B: that's right + that's right

A: this time last year he was there + three and a half months

(f) B: at + great

A: you meet people in funny ways

B: amazing + yes +

(g) A: did you like it

B: great + fine + fantastic

(h) A: were you watching TV last night + I put up with it + I wouldn't say I watched it + did you watch it on Saturday ?

B: I watched it on Saturday .

A: Did you see the supporters + their own supporters + were booming them

B: yes + they were booming them .

C. Questions for Discussion

(a) You have experienced the roles played by 'A' and 'B'. Discuss the roles of 'A' and 'B' in terms of language output, dominating the floor, taking initiative, shaping what the incoming message and possible implication what 'A' and 'B' may feel as to their roles in the interaction.

(b) In a class of mixed abilities in the language discuss how you can make use of pair and group work to help students speak English.

D. Study and discuss the following notes:

(a) The study of *authentic* conversations which are to be used as conversational models should not,..., be extended for very ;long at a time . The attention of the students should be focused only on those element that they are supposed to be paying attention to. They should be let to observe particularly important features, characteristic of the type of conversation being illustrated, and, as soon as possible, put these observations to use.

(b) Transactional turns. In transactional turns language is used for transferring information. Brown and Yule suggest that it can be taught in the context of a specific transactional task. In order to design learning activities to use transactional turns, the following features of communicative stress should be considered:

(c) Features of the Context

(i) the listener-- it is easier for the speaker if the listener is one of his peers or junior to him. It is easier for him to talk to one listener than to many.

(ii) the situation--it is easier for the speaker if he is speaking in a familiar, private environment.

(d) State of Knowledge of the Listener

(i) the language--it is helpful for the speaker if the listener knows as much of the target language as the speaker does.

(ii) the information--i is helpful for the speaker if he has control of is of a familiar sort so that he understands it thoroughly. It is helpful if he is familiar with the foreign language vocabulary which is essential to the completion of the task.

(e) Interactional Vs Transactional Conversation

In primarily interactional conversation, it is often not important that the listener gets the exact details of what transpired absolutely correct--he is probably only half--listening anyway because the topical response of most people when they listen to someone else telling an anecdote is to start preparing one of their own, which is ready to tell as soon as the current speaker has stopped speaking.

E.g A: and eh + I flew from Inverness to Stornaway + it was eleven pounds single

B: uh huh

A: and that's a short flight + it was only twenty minutes .

B: good heavens + I paid twenty-one pounds from Stornway to Glasgow + single + on a cheap day .

[For details read brown and Yule]

3. Practice

(a) Think of possible topics conducive for interactional turns such as greeting, asking for information and the like; and for transactional turns such as complaining about a grade awarded, telling a friend an incident, etc. Then, try them with your partner.

(b) Do you think tasks on interactional and transactional could be used to teach students to develop speaking skills? Discuss the possible constraints and how to overcome them .

(c) Peer Teaching. Prepare a lesson on teaching speaking skills that can be delivered within ten minutes. Discuss your lesson activities with your friends or the tutor before you present them.

3.4 The Teaching of Reading Skills

Practice

Study the following classroom activities taken from English for new Ethiopia, grade nine pp. 52--61. Read the passage: *Man and the mosquito*. Then, do the tasks . Here are some examples:

A. Vocabulary

Study the meanings of the following words.

1. *to control* (v) --to check or to regulate in a systematic way. The reactionary government could not *control* the strikes .... 10. Physician (n) --a doctor of medicine....

B. choose the most appropriate definition for each word as used in the passage.

1. annoying (adj.) (a) annual (adj.); (b) irritating (adj.); (c) deadly (adj.) .... Yellow fever (n) (a) infectious tropical disease causing the skin to turn yellow; (b) leprosy; (c) malaria .

C. Study the following expressions

drinks her fill--this means she drinks as much as is wanted .... . Buried themselves--this menaced themselves ....

Word Practice

Fill in each space with the correct word(s) from the choice given .

(1) The medical personnel has to work hard to .....the disease ....

(10) If the super powers declared war against one another, it would be ..... . (a) terrible ; **(b) annoying ; (c) irritating .**

D. Comprehension

1. Say whether the following sentences are *true or false* .

   a. All mosquitoes carry malaria.

   b. Malaria is not a deadly disease.

   c. All parasites cause both malaria and yellow fever.

d. Men have known the cause of malaria since the beginning of the fifteenth century.

e. Malaria poisons the blood.

2. Answer the following questions in complete sentences.

a. Who discovered the connection between mosquitoes and malaria?

. .....discovered the connection between mosquitoes and malaria.

b. What did Louis Pasteur discover?

Louis Pasteur discovered.....

c. Can you find malaria parasites in the blood of a healthy man?

.....find malaria parasites in the blood of .....

d. What does a female force into the blood stream?

A female mosquito forces.....

e. Is malaria a common disease in your own 'kifle-hager?'

.....malaria..... . .....malaria is not.....

f. Is malaria an obstacle to progress?

.....malaria is.....

g. Do we have to attack mosquitoes in order to stamp out malaria?

Yes,.....in order to .....

Class Discussion

(a) Discuss in your group what lesson objectives can be achieved by using these activities .

(b) Do you think the tasks were properly designed to generate meaningful classroom learning?

(c) Do you think the exercises on reading comprehension can really promote reading comprehension, why?

(d) What part of language area is focused in ENE? Can it be achieved if a teacher focuses on ENE, why?

Exposition -- Theory

Here are some ideas taken from Williams [1990 : 1--5] . Discuss inn your group by relating them to your personal experience in doing reading.

(a) Reading... is a process whereby one looks at and understands what has been written.

(b) The reader is not simply a passive object, fed with letters, words and sentences, but is actively working in the text, and is able to arrive at understanding without looking at every letter and word.

(c) Written texts,..., often contain more than we need to understand them . The efficient reader makes use of this to take what he needs, and no more, to obtain meaning.

(d) Reading according to Kenneth Goodman [1967: 126] is referred to as a psycho linguistic game'. The 'guessing' however is far from random. It is principled guessing, which draws upon two sources to guide it. First, the text itself and second, what the reader brings to the text .

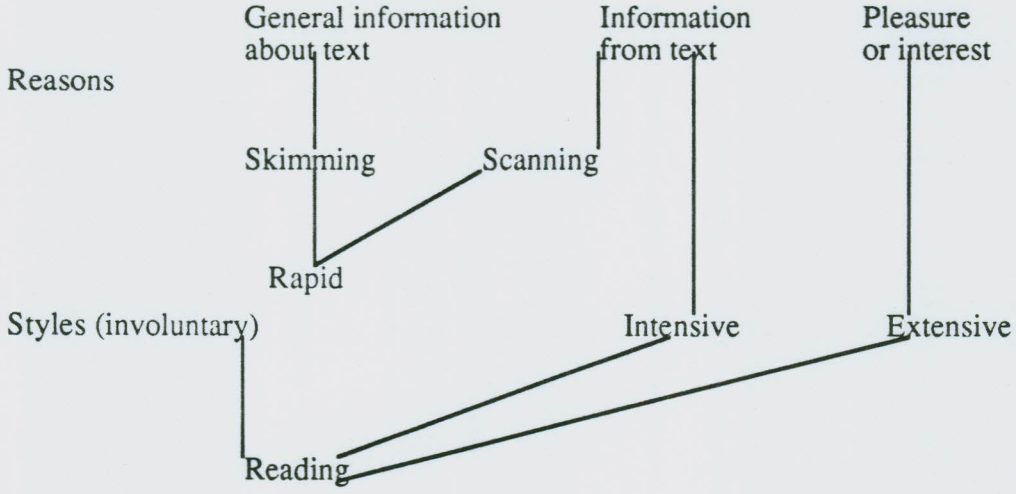
(e) The effective reader has knowledge of the writing system . he can recognise letters in printer's form,..., and hand-written form,.... He is familiar with the combinations of letters in spelling of words, and this helps him to recognise words .

(f) The effective reader knows the language of the text he is reading . he knows the content words and what they mean (though perhaps not all of them). He also knows the syntax (or grammar) of the language, that is to say the operation and effect of structural words, of word form, and the word order. He may not be able to talk about or explain these issues but he can use this knowledge to help him read the text.

(g) The effective reader brings with him the ability to recognise the purpose of the text as a whole, to see how the text is organised, and to understand the relationship between sentences. He is able in fact to 'follow' the writer, and not simply understand the sentences. In general sense, we may refer to this as the ability to interpret.

(h) All readers bring something with them to a text, in terms of a general stock of knowledge. sometimes termed 'knowledge of the world'. Whether it helps them to understand the text or not will of course depend on the text and the nature of their knowledge.

(i) People generally do not read unless they have a reason for reading, i.e. they have needof some kind that can be satisfied through reading ... Furthermore, in the case of the effective reader, his reason for reading will also influence his style of reading.



(j) The fact that the foreign language learner lacks knowledge of the language often results in slow and intensive reading. In order for the learner to become an effective reader he needs to have appropriate texts and appropriate tasks that allow him not only to develop his language, but also to develop purposeful reading styles.

Practice

Task One

Study the following accounts of two readers, who read aloud a text that included the sentence 'This rabbit is fussy about what he eats'. Then, comment on the language knowledge of the two readers.

Reader A: This rabbit is ...ss...ff...ssff...ffssy...fussy about...what he eats.

Teacher: Does this rabbit eat everything?

Reader: No, he's fussy .

Teacher: Are you fussy?

Reader: Sometimes, I don't like kitchen.

Reader B: This ...rabbit...is...fussy...about...what...he...eats.

Teacher: Does this rabbit everything?

Reader: Yes, but he is hungry . He's hungry and what is he going to eat?

Teacher: I see . And 'fussy' means...

Reader: It means 'hungry', but what can he eat ? About what?

Task Two

Study the following two texts and answer the question why did Matthew decide to go back? according to text (a) and (b). Then, comment why you decided to give such answers.

Text (a): The path was very steep. Matthew decided to go back.

Text (b) He looked down over the way he had come. The path was very steep . Matthew decided to go back. The sun was setting, and although the way ahead was not flat, to continue over the moor at night would be dangerous.

Task Three

Discuss what reading style would normally readers use in the following situations and explain why? (a) a warning sign; (b) a railway time table; (c) instructions for using a video

recorder; (d) local newspaper personnel column; (e) an extract from a novel; (f) a newspaper article.

Task Four

Here are some reasons why teachers want learners to read in a foreign language. discuss with your group members how you think they make sense to you. Then put them in the order of priority for the purpose of teaching reading to high school students. Justify your decision of doing so.

(a) Learners can have further practice of language that they have already met through listening and speaking.

(b) Learners can practise language in order to re-use it in writing.

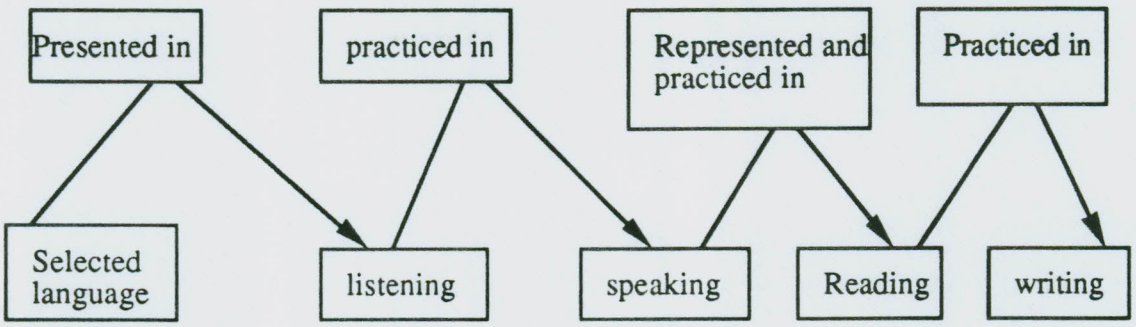
(c) Learners can learn how to make sense of texts, in order to extract the information they need from them.

(d) Learners can find enjoyment through reading.

(e) Teachers can relax from time to time in the classroom.

Task Five

Study the following model for language teaching carefully. Then, discuss with your group members the advantages and disadvantages of the model as a theoretical guide of teaching English.



Williams, 1990, p. 14.

Task Six

Read the following text and answer the questions that follow.

At the Cinema

Peter's standing outside the cinema. He's waiting for Lulu, his girlfriend, and he's looking at his watch because she's late. An old man's coming out of the cinema . a young man's going into the cinema. A boy's running up the steps. A woman's buying a ticket from the cashier. some people are queuing outside the cinema.

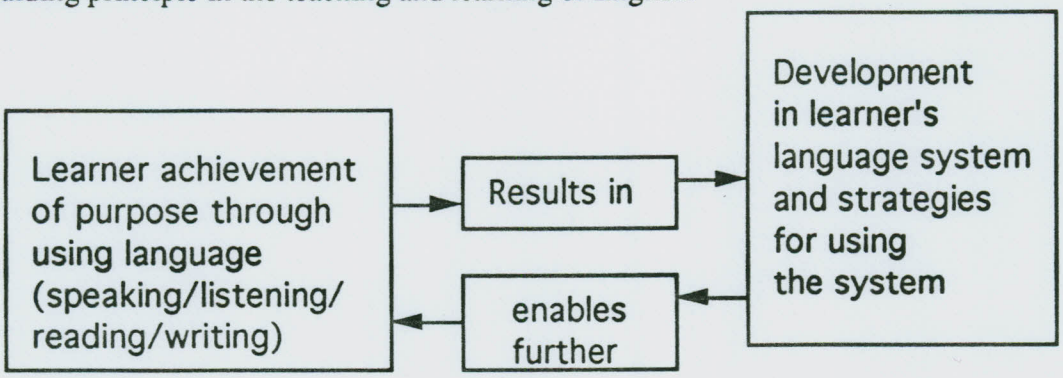
(a) Questions

1. Where's Peter standing?
2. who's he waiting for?
3. What's he looking at?
4. Why is he looking at his watch?
5. Who's coming out of the cinema?
6. Who's going into the cinema?
7. Who's buying a ticket?
8. Where are the people queuing?

(b) Discuss the lesson aim(s) that the task can be appropriately used. Do you think that it is meaningful enough to promote learning of reading comprehension? How is it related to the model you discussed above?

Task Seven

Study the following model of teaching and learning a foreign language carefully. Then, discuss with your group members the advantages and disadvantages of using the model as a guiding principle in the teaching and learning of English.



Task Eight

Read the following advertisement but do not try to understand every word. Do the questions that follow.

The Sail Away Advertisement

Excursions by train and ship

SAIL AWAY to France, Holland and Belgium

SUMMER up to 48 hrs. On the continent

Here's a chance to enjoy a short trip with a difference at very modest cost. A short while after leaving England you can be on be on the continent in an atmosphere which is delightfully different. During the crossing you can shop on board at attractive prices. The savings alone can make your trip even more worthwhile. These are through bookings from London and selected stations. Ask for the sail away brochure, giving full details, at British Rail Travels Agents, principal British stations or travel offices.

Sea link

(a)Questions to answer

1. What is advertised?

2. Where can you travel?

3. How do you travel?

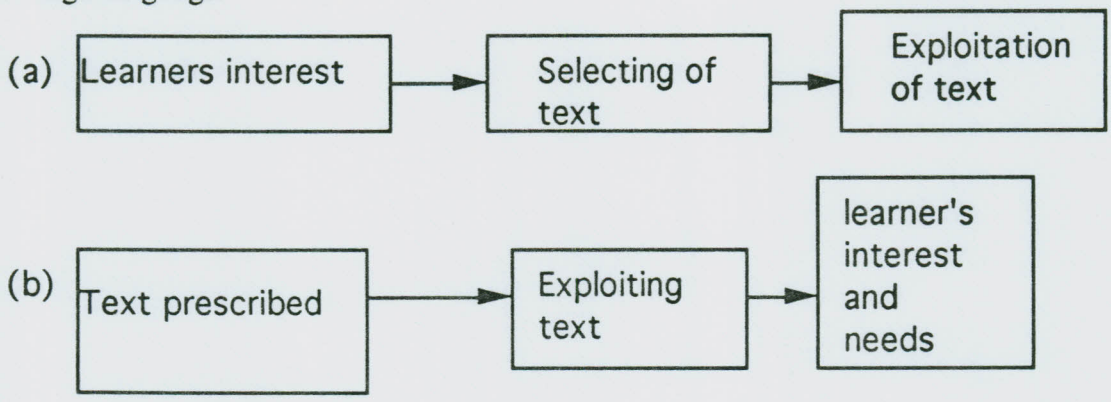
4. How long can you stay?

5. how many words about the subject of money can you find?

6. The advertisement suggests four reasons for making this trip: enjoyment; low cost; interest in life abroad; shopping tax free at low price. Look at the illustration which reason does British Rail think is the most important?

Task Nine

Study and discuss the following pedagogic principles in the use of texts for teaching a foreign language.



Peer Teaching

Select a text the can be used for teaching reading comprehension and related language skills. Prepare lesson activities to meet lesson aims and objectives. Consult your group members or the tutor . You will be given a maximum of ten minutes to present the lesson.

3.5 The Teaching of Writing Skills

1. Teaching Fluency in Writing

A. Study the following purposes of writing in general and do the exercises that follow.

[Platter, Emma and Others, 198]. The purposes of writing are:

(a) to entertain --to amuse the audience;

(b) to explain--to tell the audience why or how something happens or works;

(c) to inform--to give the audience facts;

(d) to persuade--to convince the audience to do something or to believe in something.

Task One

The initial sentences from four paragraphs are listed in column 'A'. match of these sentences with one of the writing purposes listed in column B.

Column 'A' Beginning Sentences	Column 'B' Writing Purposes
1. Here is how you too can be an ape-watcher .	A. To convince the audience to believe something, to persuade .
2. Wild animas should not be forced to live in cages .	B. To give the audience, for use in making a comparison , to inform .
3. There are several differences between apes and monkeys .	C. To tell the audience about a humorous event, to entertain .
4. I will never forget the day the chimpanzee visited our school .	D. To tell the audience how to do something, to explain

B. Study the suggestions given below and do the exercises that follow.

(a) When preparing to write consider your *subject and topic* first. The *subject* is the general area you are writing about. The t*opic* is one specific part of the subject.

(b) If you are planning a short piece of writing, it will be important for you to *narrow the topic.*

(c) You must decide on your audience (who you are writing for) and your purpose (why you are writing).

(d) When you have done all of these things, you are ready to form the main idea of your piece of writing. The *main idea* is the one special thought or feeling about the topic that you want to be sure the readers considers.

Task Two

(a) Form the main idea from the following details: Zoo keepers must know when and what to feed zoo animals --- They must know when and how to clean the animals' cages --- They must know when an animal is sick and what to do about it.

(b) Three sets of details are given in column 'A' below. Choose the main idea statement in column 'B' that each set of details adds up to.

Column 'A' Details	Column 'B' Main Ideas
1. wild animals need room to move around. Animals should be seen in their natural environment. Visitors can be protected even if animals are not caged . 2.When chimps find food, they bark loudly. When they are attacked, they scream. When they are nervous or upset, they whimper. When they are playing, they grunt. 3. include meat, eggs, milk, and vegetables in your pup's diet; feed from the same bowl, in the same place, at the same time each day. Brush the pup's coat often. Bathe only when necessary, and never let the pup get chilled.	A. Caring for a new puppy is like caring for a baby. B. Chimps keep themselves very busy. C. Animals should be kept in big, open areas rather than in cages. D. Chimps make loud noises when they communicate. E. Choose your dog's diet carefully. F. People of all ages visit zoos. G. Chimps communicate in several ways. H. Certain rules should be followed in caring for a new puppy. I. zoo visitors should be protected at all times.

Task Three

Key words could be used to identify main ideas. In the following main idea about zoo animals, 'zoo animals need special care and training': *special care* and *training* are key words that label the main idea. Using a chart like the one below, list each of the following **main idea statements, its topic, and the key word or words that label the main idea.**

--Zebbels are very intelligent animals.

--Follow this steps when planning a party.

--Do you know why ice-kating is a popular sport?

--Dogs should not be allowed to run loose.

--horses have good memories.

Number Topic key words	Main idea
1. 2. 3. 4. 5.	

(3) Study and discuss with your members the following suggestions on note taking: finding and recording data. When preparing to write it is important to consider what you already know about the topic as well as what you need to know. You also need to decide where you will look for the information you need. All this planning must take into account the intended length of your piece of writing and the time you have for completing it. In order to get ideas on topics of interest, you must be able to understand and take notes from *Encyclopaedias, Fiction Books, Academic Talks, Almanacs, and Year Book.* Discussing a topic of interest with people is also helpful. Notes should be recorded carefully. here is a chart with some suggestions of taking notes.

Reading	Listening	observing (Reporting)
*Use your own words. Be brief . *Jot down the main ideas for each piece of information. Then add the supporting details . *Use standard abbr. Or, make up your own, but be consistent .	*Jot down your notes in your own form of shorthand. *Be brief, but write enough so that your notes will make sense to you later. * When the speaker begins a new idea, note it as a heading . * Then jot down details. If you wish, copy down one or two direct quotations. * Record names, dates, places, and numbers correctly. If you are not sure, ask the speaker .	* Jot down your notes in your own form of shorthand . * Be brief, but write enough so that your notes will make sense to you later . *Keep notes about your main impressions during the trip . * Jot down sensory details. Use sense words to describe accurately what you see, hear. smell. taste, and touch .

Task Four

Re write the paragraph below by reordering the sentences.

Giraffes also have eyes that allow them to see in all directions without turning their heads. It is the feature I have just described that make the giraffe different from other animals. It

may not be the largest but it can certainly claim to be the tallest. The giraffe has several unusual characteristics. It can make this claim because an adult giraffe often grows to 6m or more.

Teaching Accuracy in Writing

Here are some suggestions for helping students to learn the accurate use of language in writing. [Pincas, A. 1982]. Study them carefully and try to see how they can be used in the teaching of writing in high school.

(1) Establishing links between sentences and paragraphs:

(i) Reference

Some words do not have any meaning of their own, but take their meaning from some other item which they refer to. Pronouns, demonstratives, and some adverbs are the main reference words in English. Thus, the word 'he' cannot be understood except by reference to a person, and when it occurs in a written text it serves to relate one sentence to another.

E.g. (a) He decided to take an axe. He thought *this* would be needed to cut down the tree. (*This* refers to an axe).

(b) *This* is what you should do. You should be very honest. (*This* refers to the whole idea in the following sentences).

(ii) Conjunction

There are four basic conjunction relationships: addition, opposition, cause, and temporal sequence. In their simplest form they are given by : 'and', 'yet', 'so', and 'then'. Other examples are:

--I do not know this person. *Furthermore*, I have been speaking to him.

--All the figures have been checked. *In spite of this*, the totals are still wrong.

--The price of imports is going up. *As a result* music and dancing were enjoyed in the ballroom.

(iii) Substitution

A student word or phrase directly replaces another item in the text which could, in fact, have been used, but is avoided because of repetition. E.g.

--John knows the truth . I think everyone *does* . (knows the truth).

--These chocolate biscuits are stale. Get some fresh *one*. (chocolate biscuits).

(iv) Ellipsis

The use of parallel structures is a common way of linking sentences, e.g.

---It is possible that your plan will succeed. It is equally possible that it will fall.

--- I have always believed in democracy. And I have always said so.

Practice

Pincas suggests that the following exercises could be of help to students to be able to realise the use of links. Try the exercises and discuss them with your group members if they can be of use in the teaching of writing to high school students.

Exercises on Joining Sentences

Join each group of sentences into one, using the words in brackets . The first one is finished for you. Change 'Roger Green will', and in 'j' omit 'the parachute' after *and* . Write the story in three paragraphs.

Paragraph 1

a. Roger green is a parachutist (and) ---Roger green has jumped many times---Roger green **is a parachutist and has jumped many times.**

b. Roger green is going to make his first free fall jump today ---(AND) Roger green will get a badge.

c. Roger green is going to jump from the plane. (BUT)---Roger green is not going to fall for a few minutes. (AND THEN) ---Roger green will open it.

d. Roger Green is going to fall for a few minutes. (AND THEN) ---Roger Green will open it.

e. Parachuting is dangerous. (BECAUSE) ---If your parachute does not open you will die. (WHEN) You hit the ground.

Paragraph 2

f. Roger Green has picked his parachute. (AND)---Roger Green is getting into the plane.

g. Now the plane is a 1000 meters. (SO)---Roger Green is near the door. (AND) ---Roger green is going to jump out .

h. Roger Green has spread out his arms and legs. (AND) ---Roger green is falling quickly.

i. Roger Green has pulled he trip card. (AND) ---Roger Green is waiting for the parachute to open.

Paragraph 3

j. Suddenly the parachute opens. (AND) ---The parachute is floating above him.

k. Roger green is coming down slowly. (AND) Roger Green is landing safely.

l. Roger Green has made his first free fall jump.

Now join these sentences . Make one paragraph .

m. The parachute has not opened. (S)) Roger green is pulling the card again. (BUT) Nothing is happening.

n. Roger Green cannot see any one. (BECAUSE). Roger Green is moving so fast.

o. Suddenly Roger green hit the ground. (AND) Everything is black.

p. An ambulance has rushed Roger Green to hospital. (BUT) Roger Green has made his first and last free fall jump.

Sentence Building

Join each of the group of sentences below into one long sentence, using additional words printed in capital letters above each group. Omit words printed in italics, underlined and replaced by dots. Make whatever changes you think are necessary in the punctuation of the sentences.

Example

The weighing machine ... is one of the doctor's most useful tools.

The weighing machine can be found in any clinic.

It is used for assessing the general health of his patients.

The weighing machine can be found in any clinic is one of the doctor's most useful tools for assessing the general health of his patients.

1. WHICH

Oedema...is a typical feature of many cardiac, renal and liver diseases.

Oedema is due to an increase in the extra cellular water.

2. WITH/AND

The body is composed of different compartments. Each compartment has a different function. These compartments are affected differently by different diseases.

3. THAT

It must always be kept in mind. The body is not uniform mass.

4. IF/THEN

The size of the increase in the supporting tissue equals the size of the reduction in the other two compartments. The total body weight remains constant.

5. TOO/A/TO BE

The weighing machine is a wide tool.

6. AND/BUT/WHICH

There is a reduction in the ill mass. There is a reduction in the energy reserve. There is an increase in the supporting tissue.... This increase is caused by oedema.

Paragraph Writing

Add the following material to the sentences indicated: Write 'for example' at the beginning of sentence. Write 'it' instead of 'the body' in sentence 2 ; add 'however' to sentence 3, and 'in cases like there' to the beginning of sentence 5. Write 'in wasting disease too' at the beginning of sentence 6.

Rewrite the six sentences in a logical order to make a paragraph, and include the example as the first sentence of the paragraph.

Use of Linking Words

Use the following sentences to write the story The Fox and the Bird . join the sentences with *and, but, so* . Omit the subject after *and* and *but* . When the *bird* is underlined/italicised, use *it* instead. When the *fox* is underlined, use *he* . You should have only six sentences in your story. You should have only six sentences in your story.

a. A bird was hungry. b. The *bird* stole some cheese. c. The bird at in a tree. d. The bird began to eat the cheese. e. The fox was hungry. f. The *fox* praised the *bird* to sing. g. The fox had no food. h. the fox asked the *bird* to sing. i. The bird was proud of its voice. j. The bird opened its mouth to sing. k. The cheese fell out of its mouth. l. The fox run away with the food.

Questions for Discussions

You have been exposed to sample activities and objectives of teaching writing skills. With your group members discuss the experience you learned from this: (a) the purpose of teaching writing in a foreign language such as English; (b) The nature of writing; (c) how it should be taught; (d) and how it is taught in the high school, if there is any lesson on writing.

Peer Teaching

Take any section of ENE or use your own material to teach writing for a period of maximum ten minutes. Discuss your lesson aim(s) and objectives as well as the lesson activities to be used with your group members or if necessary consult the tutor.

3.6 The Teaching of Grammar and Pronunciation

In this section both grammar an pronunciation have treated together because they deal with accuracy. You will first experience doing some activities on grammar and pronunciation.

Practice

The exercises below are taken from Morrow and Johnson (1979), COMMUNICATE 1. Some changes are made here and there .

(1) Making Questions and Giving Answers

Dialogue (a): Immigration Control and Customs

John: Immigration officer

Abebe: An Ethiopian

Place: Heathrew Air Port

Instruction: Read the dialogue carefully. Using appropriate *intonation*. Then, play the dialogue with your partner. Remember to exchange roles .

John: Is your family going to join you in the UK?

Abebe: I'm not sure. My wife may come over next month.

John: How long are you staying in Britain?

Abebe: I'll be here for a month or so.

John: Passport, please.

Abebe: here you are.

John: Are you here on holiday ?

Abebe: Yes, I'm going to spend a few weeks.

Grammar Practice (a) : Making Questions

The structures below were used in the framing of the questions used in dialogue (a). Now make questions using the structures given below.

Is...going to.....? How long.....using.....? Are you.....?

Write a dialogue using the structures above to ask questions in a given situation and their possible answers. Play the dialogue you wrote with your partner.

Dialogue (b) : Customs Office

Assefa: Customs officer

Carol: An English lady arriving from UK.

Place: Addis Ababa Air Port

Instruction: Read the dialogue carefully using appropriate *intonation* . Play the dialogue with your partner. Remember to change roles.

Assefa: Which country do you come from?

Carol: I'm from UK.

Assefa: Just a moment, madam. Have you got anything to declare?

Carol: No, Just 200 cigarettes.

Assefa: Could you tell me what's in that suit case, please?

Carol: There are only some clothes and things.

Assefa: Excuse me, madam, where have you just come from?

Carol: I've spent a few days in Italy.

Assefa: Would you mind opening that suitcase, please?

Carol: No, of course not.

Grammar Practice (b): Making Questions

In dialogue (b) the following structures have been used to make questions . Write one question each using the structures given below:

Which...do...come...? ; Have...got...? ; Could...tell...?

Where...have...just...? ; Would ...mind...opening...?

Write a short dialogue by including the structures above. Play the dialogue you wrote with your partner.

Grammar Practice (c): Giving Answers

The following structures have been used to give answers in dialogue (b) :

I'm from.... ; No, just.... ; There are only .... ; I've spent... ; No,....

Now, write a dialogue by including these structures. Play the dialogue with your partner.

Dialogue (c) : Asking for Information

Abebe wants to catch the bus to London and he expects to get the information fro Mr. B.

Abebe: Excuse me, Do you know where the nearest bus stop is , please ?

Mr. B: It's about fifty meters from here. Go straight and then turn left .

Abebe: Thank you.

Now you are going to write what Abebe would say to get information for the following places.

1. Abebe wants to change some travellers cheques.
2. Abebe wants to go by bus from London to Oxford.
3. Abebe wants to go to the toilet.
4. Abebe wants to change some money at the bank .
5. Abebe wants to hire a car.
6. Abebe wants to have a drink.

Now think of the possible answers Abebe would get. Write them to form dialogues like the example given above. Play the dialogues with your partner.

Dialogue (d) : Polite Talk

Study the dialogue between Abebe and John carefully. Play the dialogue with your partner by changing roles.

Abebe: Have you got any children?

John: I've got two . A boy and a girl.

What about you?

Abebe: No, I haven't actually.

John: Do you play any sports?

Abebe: I like a game of tennis occasionally.

John: Do you study English at school?

Abebe: Yes, I did English for four years.

Grammar Practice (d) : Tense

The following structures have been used in the dialogue above:

Have...v-past participle... ; ...has/have + negative + adv. ; Do...v-present....; Did...v-present... ; ...did + noun/pronoun ....

Discuss when to use the simple past and the present perfect. Write a dialogue by including the structures listed above. Make sure that you use the simple past and present perfect correctly. Then, play the dialogue with your partner.

Dialogue (e) : Describing--What does he look like ?

Play the dialogue between Abebe and John with your partner by exchanging your roles.

Abebe: How tall is Rod ?

John: Very tall.

Abebe: What sort of build is he?

John: Very slim.

Abebe: What colour is his hair?

John: It's brown.

Abebe: Is he good looking ?

John: Yes, fairly.

Now use these words to describe your friend .

Oh, Yes very	dark	quite tall	well built rather thin
No, not particularly	blond red	not very tall	rather fat quite slim

--not particularly good looking

--very good looking

--not particularly attractive

--very attractive

--fairly attractive .

Grammar Practice (e) : English for New Ethiopia

Study and do the following exercises taken from ENE, Grade Ten PP 30--35 .

(a) *Subject --verb--object*

E.G. Kebede (subject) repaired (verb) his bicycle (object).

Underline the SUBJECT of each of the following sentences .

1. Zeberga delivered the materials. 2. Dender arranged the chalks .....8. Zellelew mended the packet .

Underline the VERB in each of the following sentences.

1. Almaz eased the pain ....14. Ato Lencho staked the trees.

Underline the OBJECT in each of the following sentences .

1. The plumber repaired the pole ..... ; 17. Ato Berki drove the lorry.

Adjectives/Adverbs

Adjectives : replace the underlined adjectives in the following sentences with adjectives of your own .

E.g. He read the new book. He read the old book.

1. She mended the old jacket .... ; 5. Ato Lencho staked the young trees.

Adverbs : Underline the adverbs in the following sentences .

E.g. Ato Berki stopped the car carefully .

1. Woizero Gudaye walked steadily towards the village.

2. Kebede has ruined the motor completely. etc. .

Discussion Questions

Discuss the teaching activities you have experienced in their relevance and appropriateness to meet lesson objectives and aims, particularly the teaching of English for (a) accurate ; (b) appropriate use. Comment on the meaningfulness of the exercises taken from ENE .

Now we will be looking at some more additional practices of teaching pronunciation. They focus on the accurate production of spoken English. [Hicks, R. and D. Woods, 1984]. You have to do the activities in order to get direct personal experience.

Difficult English Sounds

(1) / / thick, / / sick, / / tick

Read the following groups of words aloud .

thick, sick, tick ---sin, thin, tin---tie, sigh, thigh---tank, sank, thank .

Read the following sentences aloud.

(a) Do you think the boat will sink in the sea or stay afloat.

(b) It's a sin to charge 30 shillings for such a thin book.

(c) That sweet, thick sugar in the tin makes me feel sick.

(2) /z/ breeze, / / breathe, /d/ do.

Read the following groups of words aloud:

laze, laid, lathe---lies, lied, lithe---breeze, breed, breathe---breathe, breathes---clothe, clothes.

Read the following sentence aloud.

(a) Do you breathe through your nose with a cold?

No, it makes me sneeze.

(b) The breeze blows softly through the trees.

Practice the following dialogues with a partner by changing roles:

A: Are those your clothes over there ?

B: No, those clothes are filthy. They can't be mine.

A: Is this the way to your house?

B: Yes, those trees hide the first houses in our village.

A: What's that?

B: This is a book about the signs of the zodiac.

A: The signs of the zodiac?

B: You know. It tells about the stars.

Syllables

How many syllables are there in each of these words.

(a) men, many, forgotten, Saturday; (b) come, hello, yesterday; (c) think, twenty, absolute; (c) wealth, wealthy, funny.

Read the following words aloud.

(a) men, eight, sit, fists, luck, breathed, filmed, clothes, blue, ticked.

(b) many, eighty, city, hotel, empty, football, useful, ticket, double, trouble, blinded, threatened.

(c) bicycle, suggesting, citizen, ministry, terrible, technical, exhausted, travelling, carrying.

(d) repeatable, accidental, photographic, situation.

(e) electricity, ministerial, contextualised.

Read the following pairs of words aloud.

sit/city; eight/eighty; post/posted; dirt/dirty; men/many; blow/blew; hard/harder; flow/fellow; ticked/ticket; fun/funny.

Read the dialogue aloud. Stress the underlined words correctly .

A: Will you expel him, or punish him at school?

B: I think he should be expelled not punished.

Which syllables are stressed in the following words.

(a) parents, stolen, mistake; (b) himself, really, confirm; (c) before, teacher; (d) family, alone; (e) about, remark.

Read the dialogues below aloud. Stress the underlined words correctly .

A: Do not insult me?

B: That was not an insult.

A: The country has progressed rapidly.

B: Yes, it has made remarkable progress.

A: Last year we exported a lot of coffee.

B: Yes, coffee is our main export.

A: Let me present the new teacher.

B: It is nice to meet you. I'd be very happy if you would accept this card as a present.

A: That is an ugly object .

B: It's not. I really object to you saying that.

Contractions

Listen to the following sentences as read aloud. Which one sounds appropriate?

(a) You will start writing the exam when I am ready.

(b) You'll start writing the exam when I'm ready.

Read the following dialogues aloud by changing roles with your partner.

A: You'll lend me your watch, won't you?

B: No, I won't. It's broken anyway.

A: Is it? Oh., then I'll mend it for you.

B: You won't. I'll take it to a proper repair shop.

A: I'm going home now. Are you coming?

B: You're always going home early, I'm not. My teacher asked me to stay behind today.

A: She's asked you to stay why is that?

B: She hasn't told me why. I'll just wait and find out.

Difficult Sounds: vowels

Read the following sentences. Pay attention to the underlined words. /i/ and /i:/

(a) Come and sit in this seat. (b) The teacher used a stick to beat the snake that bit the pupil's heel.

Read the following groups of words aloud.

hit/heat; sit/seat; grin/green; bean/bin; sheep/ship; heel/hill; living/leaving; lead/lid.

(b) Read the following groups of words aloud / / / /

land/cousin; standard/ nothing; taxi/done; man/much; fat/lucky; salary/up.

Read the following sentences aloud.

(a) A man driving a taxi earns a fat salary.

(b) My cousin never does much work so he never has much money.

Read the following pairs of words aloud.

cat/cut; rag/rug; hung/hang; hut/hat.

Play the following dialogues by reading them aloud with your partner. Note the sounds / / and / / in the underlined words.

A: What's your favourite sport.

B: I like fishing a lot. On Sunday I went to my favourite spot near the port.

A: What did you catch?

B: Four cod. I was using my new rod with the cork handle.

A: That's not a lot.

B: It's for me. Sometimes I've fished all day, caught nothing and bought a fish to eat for supper !

Read the following groups of words aloud.

not/nought; spot/sport; adorn/shone; shot/short; cocks/corks; fox/forks; short/shot; cot/court.

Read the following words aloud: /ei/ /i / /e/ /e /

(a) hay, late, main, wait ---(b) hear, fear, near, beer ---(c) men, let, wet, wed ---(d) hare, fare, bare, wear

Stress and rhythm within the sentence

Read the sentences below stressing the words which are underlined .

(a) what did the thief do? He stole the woman's watch .

(b) Did the thief steal the man's watch? No, he stole the woman's watch .

(c) Did the thief buy the woman's watch? No, he stole the woman's watch.

(d) Did you steal the woman's watch? No, the thief stole the woman's watch.

Intonation

Reading aloud with pauses.

Read the following sentences below. Giving a slight pause at (/) a longer pause at (//). Stress the syllables Underlined.

(a) The teacher / wanted very much / to go and watch the football match, / but I refused.

(b) Are you sure / that the head teacher / told you to go home this afternoon ? // I thought / he'd refused everyone permission.

Read the text below and mark in the pauses, using (//)for a long pause and(/) for a short pause. Underline the stressed syllables.

One day, when Koso was twelve, his father brought home an empty, wooden box. "There you are, kosso, " he said. "I got this at the market today. Do you want it? can you make something with it?

'Oh, yes, I want it!" Koso said. He looked at the box for a few seconds. I'll make a lorry with it.

Intonation: statements The way the voice rises or falls on the most important word in a sentence or phrase.

(a) the voice falling on the important word.

(b) the voice rising on the important word.

E.g. You came top in the Maths exam. (If the intonation falls across the word 'top', it becomes a statement, but if it rises across the same word, it becomes straight question showing surprise or disbelief by the speaker). [Read Hicks and Woods, 1984] .

Questions for Discussion

You have been exposed to some examples of learning pronunciation that teachers of English use in class. Discuss the effectiveness of using discrete items of pronunciation in the teaching of English. Do you think that pronunciation can be taught to high school students by taking it as a section or part of language teaching programme?

Peer Teaching

Prepare classroom learning activities for the purpose of teaching accurate use of English: grammar/pronunciation. Consult your friends or the tutor. You will be given a maximum period of ten minutes.

3.7 Opinions and Facts on the Teaching of English in Ethiopia.

Reflect on the following statements on English language in Ethiopia.

(a) In order to join any degree programme in any Ethiopian University for a degree programme one must have a pass in English in the ESLCE.

(b) English is the only foreign language that has a daily news paper. The Ethiopian Herald and daily broadcasted on TV and radio .

(c) English is the only foreign language used in official government proclamations along with Amharic.

(d) The Ministry of Education has allocated more periods to the teaching of English than any other subject.

Appendix IV: Summary of Statistical Analysis to Chapter IV

Summary of statistics to chapter IV is given below. [see for raw scores in Appendix IX]. M stands for Mean and is computed out of 5; VTS stands for variability test scores and is computed out of 100].

Table 4.1: Vocabulary--Summary of Statistics

	Group 1		Group 2		Group 3		Group 4	
Item	M/5	VTS %	M/5	VTS %	M/5	VTS%	M/5	VTS%
[a1]	3.50	32.9	3.83	26.86	4.4	20.2	4.2	10.6
[a2]	2.44	37.0	2.25	57.30	2.8	29.6	3.4	39.4
[a3]	4.25	21.9	4.16	22.90	4.2	19.8	4.0	35.0
[a4]	1.50	64.2	1.58	42.30	1.0	0.00	1.6	55.9

Table 4.2: Listening--Summary of Statistics

	Group 1		Group 2		Group 3		Group 4	
item	M/5	VTS %	M/5	VTS	M/5	VTS	M/5	VTS
[a1]	4.0	25.75	3.75	27.9	4.2	30.9	3.4	33.5
[a2]	2.64	43.56	3.08	46.9	2.8	46.4	3.4	52.9
[a3]	3.79	34.65	3.67	24.2	4.2	19.9	3.4	33.5
[a4]	3.07	41.36	3.00	42.7	2.2	40.2	3.4	34.2
[a5]	3.57	34.17	3.58	30.2	3.8	34.2	3.8	34.2
[a6]	2.92	51.40	2.75	49.0	3.6	31.7	3.2	34.0

Table 4.3: speaking--summary of statistics

	Group 1		Group 2		Group 3		Group 4	
Item	M/5	VTS %	M/5	VTS %	M/5	VTS %	M/5	VTS %
[a1]	1.94	52.5	2.58	48.0	2.4	37	3.0	40.7
[a2]	4.31	20.2	4.17	26.7	4.6	11.9	3.4	52.9
[a3]	3.55	31.6	3.42	42.4	3.4	74.5	4.0	17.7
[a4]	2.44	50.4	2.94	42.8	2.2	74.5	2.0	35.4
[a5]	2.50	35.4	2.25	60.3	2.0	35.4	3.0	23.6
[a6]	4.13	35.4	3.42	42.4	4.8	9.30	2.6	57.7

Table 4.4: Reading--summary of statistics

	Group 1		Group 2		Group 3		Group 4	
Item	M/5	VTS %	M/5	VTS %	M/5	VTS %	M/5	VTS
[a1]	3.63	36.4	3.58	30.1	4.2	19.9	3.6	46.4
[a2]	2.56	50.4	3.00	45.0	3.20	34.1	2.8	31.7
[a3]	4.31	24.9	3.83	40.3	4.4	20.2	3.6	62.9
[a4]	1.94	44.7	2.16	51.4	2.2	49.5	2.4	62.3
[a5]	2.50	41.2	3.25	32.5	3.6	31.7	3.0	29.6
[a6]	2.38	33.0	1.91	60.4	2.2	38.0	2.8	34.0
[a7]	3.38	36.7	2.75	49.8	2.5	40.0	3.2	34.2
[a8]	2.63	46.0	2.67	45.6	2.5	69.2	2.6	34.2
[a9]	4.06	21.3	4.00	26.0	3.8	34.2	3.0	33.3
[a10]	1.09	58.8	1.58	56.9	1.8	98.8	2.0	70.1

Table 4.5: Writing --summary of statistics

	Group 1		Group 2		Group 3		Group 4	
Item	M/5	VTS %	M/5	VTS %	M/5	VTS%	M/5	VTS%
[a1]	3.38	38.2	3.82	36.6	3.2	46.3	3.6	31.6
[a2]	3.87	25.6	4.09	29.8	4.0	35.0	3.2	55.9
[a3]	1.88	52.6	1.64	56.1	1.2	57.3	2.2	49.5
[a4]	3.34	44.0	4.08	33.8	3.0	66.7	3.2	46.4
[a5]	2.81	45.7	4.08	16.4	3.6	37.2	2.8	40.6
[a6]	3.63	24.0	3.42	47.0	2.6	43.8	3.2	63.3
[a7]	3.31	53.7	3.42	29.1	4.0	17.7	3.0	25.0
[a8]	1.88	39.4	1.83	46.1	1.8	46.5	1.8	29.6
[a9]	3.31	53.7	3.25	11.5	2.6	21.1	2.8	29.6
[a10]	4.2	36.0	4.17	22.6	3.4	52.9	3.4	52.6
[a11]	1.50	22.4	1.83	60.6	1.2	37.3	1.6	33.8
[a12]	3.31	34.0	3.17	40.0	2.8	29.9	3.0	52.7
[a13]	3.19	34.6	3.33	50.0	3.2	26.1	3.0	52.7

Table 4.6: Pronunciation--summary of statistics

	Group 1		Group 2		Group 3		Group 4	
Item	M/5	VTS %	M/5	VTS %	M/5	VTS %	M/5	VTS
[a1]	3.88	25.80	3.33	45.4	3.4	33.5	2.6	21.1
[a2]	4.00	27.25	3.83	33.3	3.6	31.5	3.2	46.3
[a3]	4.00	25.75	4.25	14.6	3.4	26.1	3.0	25.0
[a4]	3.81	25.78	3.50	45.7	3.6	24.7	4.0	25.0
[a5]	4.19	23.9o	4.08	19.4	3.8	22.0	4.0	25.0
[a6]	3.38	31.76	4.33	22.8	4.6	19.5	3.8	34.2
[a7]	3.4	41.30	4.17	28.6	5.0	0.00	3.2	55.9

Table 4.7: Grammar--Summary of statistics

	Group 1		Group 2		group 3		Group 4	
Item	M/5	VTS %	M/5	VTS %	M/5	VTS 5	M/5	VTS %
[a1]	2.47	52.6	3.08	56.2	3.0	33.3	2.8	46.4
[a2]	3.38	33.9	3.08	32.3	2.4	69.6	3.0	40.7
[a3]	3.13	30.6	2.83	29.8	3.2	34.0	3.6	47.2
[a4]	3.25	28.6	3.67	31.1	3.8	34.0	3.2	55.9
[a5]	3.50	32.8	3.75	25.7	2.8	29.9	3.2	26.1
[a6]	4.38	24.7	4.25	28.5	4.4	20.2	4.0	17.7

Table 4.8: Attitude to the Teacher of English--Summary of Statistics

	Group 1		Group 2		Group 3		Group 4	
Item	M/5	VTS %	M/5	VTS %	M/5	VTS %	M/5	VTS %
[a1]	3.75	29.3	4.18	23.4	4.4	12.4	3.8	22.0
[a2]	2.31	30.4	2.27	55.9	2.4	22.8	2.4	37.1
[a3]	2.38	50.0	2.64	34.8	2.0	35.6	2.8	16.0
[a4]	2.00	50.0	1.91	49.2	2.0	61.0	2.0	50.0
[a5]	3.31	37.9	3.27	30.6	3.0	23.6	4.0	17.7
[a6]	1.88	42.6	1.90	30.0	2.4	62.5	1.8	46.0
[a7]	1.69	46.5	1.36	36.8	2.0	61.0	1.8	72.0
[a8]	3.50	32.9	2.82	44.3	2.4	37.0	3.2	46.3

Table 4.9: Methods--summary of statistics

	Group 1		Group 2		Group 3		Group 4	
Item	M/5	VTS %	M/5	VTS %	M/5	VTS %	M/5	VTS %
[a1]	2.63	41.0	4.08	26.5	2.8	58.8	3.6	41.7
[a2]	3.13	41.9	3.00	40.0	4.0	30.5	2.2	21.8
[a3]	3.81	21.8	3.42	31.8	4.2	10.6	4.2	11.4
[a4]	4.06	30.3	4.58	11.1	3.8	43.1	4.2	10.6
[a5]	3.56	35.4	3.83	26.8	3.4	39.4	4.6	11.9
[a6]	3.19	30.6	1.42	47.7	2.6	51.5	1.8	24.9
[a7]	2.94	40.7	2.62	48.1	3.8	28.7	2.8	46.4
[a8]	3.44	37.0	4.55	11.4	3.8	46.0	4.2	10.6
[a9]	2.81	45.4	3.00	33.3	3.60	41.70	4.20	10.6
[a10]	4.31	34.7	4.75	9.5	3.8	43.2	4.2	10.6

Table 4.10: Syllabus--summary of statistics

	Group 1		Group 2		Group 3		Group 4	
Item	M/5	VTS %	M/5	VTS %	M/5	VTS %	M/5	VTS %
[a1]	3.86	25.6	4.33	15.1	3.8	11.8	3.6	31.7
[a2]	4.19	17.9	4.25	14.6	3.8	34.2	4.4	20.2
[a3]	3.94	23.8	3.75	22.9	3.0	33.3	3.6	31.7
[a4]	4.00	22.3	3.58	30.2	4.2	42.4	3.4	33.5
[a5]	2.94	32.5	3.50	37.4	3.6	15.2	2.8	29.9
[a6]	3.50	37.4	3.92	27.6	4.0	30.5	4.0	25.0

Table 4.11: School Problems of ELT--Summary of statistics

	Group 1		Group 2		Group 3		Group 4	
Item	M/5	VTS %	M/5	VTS %	M/5	VTS %	M/5	VTS %
[a1]	3.38	53.3	3.33	43.6	2.6	34.2	3.6	31.7
[a2]	3.13	25.6	3.08	44.8	4.2	10.6	3.0	47.0
[a3]	2.69	32.2	3.33	29.7	3.0	40.0	3.4	26.2
[a4]	3.43	40.7	3.17	37.7	3.4	39.9	2.8	52.9
[a5]	2.94	32.0	2.83	29.3	3.4	16.0	3.2	25.9
[a6]	2.31	26.0	2.25	42.4	2.4	22.8	2.6	43.8
[a7]	3.10	34.5	3.25	41.8	3.0	12.4	3.8	28.7
[a8]	3.80	17.1	3.83	27.1	4.4	12.4	3.4	39.4
[a9]	3.68	29.2	3.83	31.3	3.4	33.5	3.4	33.5
[a10]	4.25	28.4	4.5	20.0	4.8	9.30	4.2	19.9

Table 4.12: Source--Summary of Statistics

	Group 1		Group 2		Group 3		Group 4	
Item	M/5	VTS %	M/5	VTS %	M/5	VTS %	M/5	VTS %
[a1]	3.38	35.3	4.10	24.1	3.4	52.9	4.2	10.6
[a2]	2.56	40.2	2.70	49.6	2.6	69.2	2.8	38.9
[a3]	3.56	30.6	2.45	58.8	3.8	47.3	1.6	34.3
[a4]	2.75	53.8	2.64	59.5	3.8	47.3	1.8	46.1

Table 4.13: Pedagogic Purpose--Summary of Statistics

	Group 1		Group 2		Group 3		Group 4	
Item	M/5	VTS %	M/5	VTS %	M/5	VTS %	M/5	VTS %
[a1]	2.19	52.7	3.08	37.7	3.2	40.6	3.0	52.7
[a2]	3.13	23.0	3.42	36.5	3.4	33.5	2.6	58.5
[a3]	3.06	32.6	3.50	37.1	3.2	26.3	2.6	43.8
[a4]	3.38	44.4	3.25	41.7	3.0	52.7	3.2	46.3

Table 4.14: Medium--summary of statistics

	Group 1		Group 2		Group 3		Group 4	
Item	M/5	VTS %	M/5	VTS %	M/5	VTS %	M/5	VTS %
[a1]	3.50	29.4	4.17	26.8	4.0	25.0	3.8	22.0
[a2]	2.75	38.5	2.83	39.3	3.2	46.3	3.2	13.9
[a3]	1.75	44.0	2.17	44.8	3.0	23.6	1.2	37.3
[a4]	2.94	47.9	3.00	43.3	3.4	33.5	2.4	22.9
[a5]	2.64	45.0	3.17	37.5	2.6	34.2	2.4	22.9
[a6]	3.12	36.8	2.92	47.6	3.6	31.7	2.8	46.4

Table 4.15: Use--Summary of statistics

	Group 1		Group 2		Group 3		Group 4	
Item	M/5	VTS %	M/5	VTS %	M/5	VTS %	M/5	VTS%
[a1]	281	50.0	3.58	36.1	3.4	44.1	3.2	26.2
[a2]	3.44	30.3	3.42	26.5	4.0	25.0	3.2	26.2
[a3]	3.75	28.3	3.25	29.7	3.6	31.7	3.2	26.2
[a4]	4.00	25.75	3.25	32.3	3.6	46.3	3.4	26.2
[a5]	3.27	52.40	3.00	40.0	3.00	52.7	2.6	70.0

Table 4.16: Content--Summary of statistics

	Group 1		Group 2		Group 3		Group 4	
Item	M/5	VTS %	M/5	VTS %	M/5	VTS %	M/5	VTS %
[a1]	3.33	27.0	3.5	35.4	3.6	31.7	3.6	15.2
[a2]	3.00	52.0	3.25	36.9	3.4	33.5	2.8	52.8
[a3]	3.20	45.9	3.33	47.3	2.6	43.8	2.8	29.9
[a4]	2.67	44.2	2.33	46.5	4.0	25.0	2.4	62.5

APPENDIX V

STATISTICS TO CHAPTER V

The scores observed and statistical analyses made are tabulated below. (Note, X stands for scores obtained in pre project; Y stands for scores obtained in post project).The raw scores and statistical analyses of Chapter V are tabulated below. [see Appendix I, for full texts of questionnaire items].

Table 5.1: Vocabulary -- Scores Observed at Pre and Post Project

	[a1]		[a2]		[a3]		[a4]	
N	X	Y	X	Y	X	Y	X	Y
[o1]	5	4	2	3	5	5	2	2
[02]	4	3	2	2	4	4	1	2
[03]	3	3	2	2	4	4	1	2
[04]	3	4	3	3	2	5	1	2
[05]	4	5	2	2	5	5	3	1
[06]	4	3	3	2	2	5	4	1
[07]	5	4	5	3	5	5	5	1
[08]	5	5	3	4	5	2	5	3
[09]	4	5	2	3	4	5	3	2
[10]	4	4	3	2	5	5	1	1
[11]	.	4	.	2	.	5	.	4

Table 5.2: Vocabulary --Sign Test Results

Item	Signs Observed			Result	Direction	Sign
	(+)	(-)	(=)		(+ / -)	0.05
[a1]	3	4	3	.773	-	sig.
[a2]	1	8	1	.998	-	sig.
[a3]	3	1	6	.312	+	sig.
[a4]	2	5	3	.997	-	sig.

Table 5.3: Vocabulary -- Summary of Statistics

[a1]	Obs.	Mean	Std.dev.	var. %	Signs Obs.
[a1x]	10	4.10	0.74	18.0	
[a1y]	**11**	**4.00**	**0.77**	**19.3**	**(+)**
[a2x]	10	2.70	0.95	35.0	
[a2y]	11	2.65	0.69	26.9	(-)
[a3x]	10	4.20	1.23	29.0	
[a3y]	11	4.64	0.92	20.0	(-)
[a4x]	10	2.70	1.57	58.0	
[a4y]	11	1.91	0.94	49.7	(-)

Table 5.4: Listening--Scores Observed

	[a1]		[a2]		[a3]		[a4]		[a5]		[a6]	
N	X	Y	X	Y	X	Y	X	Y	X	Y	X	Y
[01]	5	5	5	3	5	5	2	2	4	4	5	4
[02]	5	5	3	2	3	4	1	2	2	3	4	4
[03]	4	5	5	2	4	5	2	2	4	5	3	4
[04]	4	5	3	2	2	3	1	1	5	4	3	2
[05]	4	5	1	1	4	5	2	2	1	4	5	3
[06]	3	5	3	4	2	5	4	3	3	5	2	2
[07]	5	5	5	2	4	5	5	1	5	3	5	4
[08]	3	5	4	3	4	4	2	2	5	5	4	4
[09]	3	5	3	1	4	4	3	3	4	4	3	4
[10]	5	5	1	1	5	5	3	2	5	2	2	3
[11]	.	5	.	3	.	5	.	3	.	4	.	5

Table 5.5: Listening-- Sign Test Results

Item	Signs Observed			Result	Direction	Sign.
[a]	(+)	(-)	(=)			0.05
[a1]	6	0	4	1.000	(+)	Sign.
[a2]	1	7	2	0.996	(-)	Sign.
[a3]	6	0	4	1.000	(+)	Sign.
[a4]	1	3	6	0.937	(-)	Sign.
[a5]	1	3	3	0.773	(-)	Sign.
[a6]	3	4	3	0.773	(-)	Sign.

Table 5.6: Listening--Summary of Statistics

Item	Obs.	Mean	Std.Dev.	Var. %	Signs Obs.
[a1x]	10	4.1	0.88	21.4	
[a1y]	11	5.0	0.00	0.0	(-)
[a2x]	10	3.3	1.49	45.2	
[a2y]	11	2.2	0.98	44.5	(-)
[a3x]	10	3.5	1.29	34.9	
[a3y]	11	4.5	1.17	25.7	(-)
[a4x]	10	2.5	1.27	43.9	
[a4y]	11	2.1	0.70	33.4	(-)
[a5x]	10	3.8	1.45	58.0	
[a5y]	11	3.9	0.87	22.7	(-)
[a6x]	10	3.6	1.17	32.5	
[a6y]	11	3.5	0.93	26.4	(-)

Table 5.7 : Speaking--Scores Observed at Pre & Post Project

	[a1]		[a2]		[a3]		[a4]		[a5]		[a6]	
N	X	Y	X	Y	X	Y	X	Y	X	Y	X	Y
[01]	2	2	5	5	5	2	1	4	3	2	2	5
[02]	1	1	5	4	3	3	4	4	1	1	5	5
[03]	2	2	5	5	4	4	1	3	2	2	1	4
[04]	4	2	3	5	3	3	1	4	5	1	2	4
[05]	5	1	1	5	4	5	2	2	5	2	1	4
[06]	2	3	5	5	3	4	4	3	2	2	2	2
[07]	5	1	5	5	4	4	3	3	1	1	1	5
[08]	5	1	4	5	5	3	2	4	5	2	4	5
[09]	2	2	3	5	4	4	1	2	2	2	3	4
[10]	1	1	5	5	5	4	1	2	3	1	4	5
[11]	.	2	.	5	.	4	.	4	.	2	.	5

Table 5.8: Speaking-- Sign Test Results

	Signs Observed			Results	Direction	Sign.
Item	(+)	(-)	(=)			0.05
[a1]	1	4	5	0.969	(-)	Sign.
[a2]	4	1	5	0.187	(+)	Sign.
[a3]	2	3	5	0.812	(-)	Sign.
[a4]	6	1	3	0.992	(+)	Sign.
[a5]	0	5	5	1.000	(-)	Sign.
[a6]	8	2	0	1.000	(+)	Sign.

Table 5.9 : Speaking -- Summary of Statistics

Item	Obs.	Mean	Std. dev.	Var. %	Signs Obs.
[a1x]	10	2.90	1.67	57.2	
[a1y]	11	1.64	0.67	40.8	(-)
[a2x]	10	4.10	1.37	33.4	
[a2y]	11	4.90	0.30	6.1	(-)
[a3x]	10	4.00	0.81	20.4	
[a3y]	11	3.64	0.81	22.2	(+)
[a4x]	10	2.00	1.25	62.4	
[a4y]	11	3.18	0.87	27.3	(-)
[a5x]	10	2.90	1.60	55.0	
[a5y]	11	1.64	0.50	30.5	(-)
[a6x]	10	2.50	1.43	57.5	
[a6y]	11	4.45	0.93	20.8	(-)

Table 5.10: Reading --Scores Observed at Pre and Post Project

N [a]	[01]	[02]	[03]	[04]	[05]	[06]	[07]	[08]	[09]	[10]	[11]
[1x]	4	5	4	4	4	4	1	5	1	2	.
[1y]	5	5	4	5	5	5	5	5	5	4	5
[2x]	3	1	1	2	2	2	1	5	2	4	.
[2y]	1	2	2	2	2	5	2	4	2	2	1
[3x]	5	4	5	5	4	3	1	1	2	4	.
[3y]	5	5	5	3	5	5	5	4	5	3	5
[4x]	3	2	2	2	2	2	1	5	2	3	.
[4y]	2	2	2	1	2	2	1	1	1	2	2
[5x]	3	2	4	4	1	2	1	5	3	5	.
[5y]	5	3	4	4	3	5	5	3	3	3	4
[6x]	5	1	2	1	1	5	1	5	3	2	.
[6y]	2	1	2	1	1	4	1	2	2	2	4
[7x]	5	2	1	3	3	1	1	4	2	4	.
[7y]	5	3	2	3	4	4	4	4	4	3	4
[8x]	4	2	4	3	2	1	3	3	3	3	.
[8y]	5	4	4	4	2	4	4	3	3	2	5
[9x]	4	5	5	5	4	2	5	5	4	5	.
[9y]	4	5	4	3	4	4	5	3	5	4	5
10x]	3	1	2	1	1	1	5	4	2	1	.
10y	1	1	2	1	1	1	1	1	1	1	1

Table 5.11 : Reading -- Sign Test Results

	Signs Observed			Result	Direction	Sign.
Item	(+)	(-)	(=)		(+/-)	0.05
[a1]	7	0	3	1.000	(+)	sign
[a2]	4	6	0	0.830	(-)	sign
[a3]	6	2	2	0.145	(+)	sign.
[a4]	0	5	5	1.000	(-)	sign.
[a5]	5	2	3	0.227	(+)	Sign.
[a6]	0	4	6	1.000	(-)	Sign.
[a7]	6	1	3	0.992	(+)	Sign.
[a8]	5	4	1	0.984	(+)	Sign.
[a9]	5	4	6	0.746	(+)	Sign.
[a10]	0	4	6	1.000	(-)	Sign.

Table 5.12: Reading -- Summary of Statistics

Item	Obs.	Mean	Std.dev.	Var. %	Sign Obs	
[a1x]	10	3.40	1.50	44.1		
[a1y]	11	4.82	0.40	8.3	(-)	
[a2x]	10	2.30	1.34	58.1		
[a2y]	11	2.27	1.19	52.4	(-)	
[a3x]	10	3.40	1.58	46.1		
[a3y]	11	4.55	0.82	18.0	(-)	
[a4x]	10	2.40	1.07	44.6		
[a4y]	11	1.64	0.64	15.1	(-)	
[a5x]	10	3.00	1.49	49.7		
[a5y]	11	3.82	0.87	22.8	(-)	
[a6x]	10	2.60	1.78	68.3		
[a6y]	11	2.00	1.09	27.2	(-)	
[a7x]	10	2.60	1.43	54.9		
[a7y]	11	3.64	0.81	22.2	(-)	
[a8x]	10	2.80	0.92	32.8		
[a8y]	11	3.64	1.02	27.4	(-)	
[a9x]	10	4.40	0.97	21.9		
[a9y]	11	4.20	0.75	17.9	(-)	
[a10x]	10	2.10	1.45	69.0		
[a10y]	11	1.10	0.30	6.1	(-)	1.00 Sig.

Table 5.13 : Writing -- Scores Observed at Pre and Post Project

N [a]	[01]	[02]	[03]	[04]	[05]	[06]	[07]	[08]	[09]	[10]	[11]
[1x]	3	3	4	3	5	5	5	5	1	4	.
[1y]	5	2	3	5	4	2	4	4	4	2	3
[2x]	5	1	2	1	2	5	5	1	1	1	.
[2y]	4	1	4	2	2	1	4	2	2	2	1
[3x]	5	4	3	4	4	5	4	1	4	5	.
[3y]	5	4	4	5	5	5	5	5	5	4	5
[4x]	5	5	2	2	4	.	2	5	3	5	.
[4y]	5	4	4	4	5	4	4	4	4	2	5
[5x]	5	4	4	2	4	5	5	5	3	5	.
[5y]	3	3	4	3	2	3	4	3	3	1	2
[6x]	4	4	1	3	4	4	2	5	.	4	.
[6y]	.	4	3	4	5	4	4	4	4	1	5
[7x]	4	1	3	1	1	4	1	2	3	5	.
[7y]	1	1	4	1	1	1	1	2	1	1	2
[8x]	5	2	3	4	5	3	1	1	3	5	.
[8y]	3	2	2	4	5	5	5	3	3	3	2
[9x]	2	4	4	5	3	5	1	5	4	5	.
[9y]	5	5	4	4	5	5	5	5	4	5	5
10x]	1	1	2	1	2	1	5	1	1	2	.
10y	2	1	2	2	1	1	5	1	2	2	1
11x]	3	5	2	5	3	5	3	5	4	5	.
11y	5	4	4	4	4	3	4	5	2	4	3
12x]	5	4	2	4	4	4	3	5	2	5	.
12y	5	3	4	3	1	3	2	4	3	3	2

Table 5.14 : Writing--Sign Test Results

	Signs observed			Result	Direction	Sign.
Item	(+)	(-)	(=)		(+/-)	0.05
[a1]	7	3	0	0.945	(+)	Sign.
[a2]	4	6	0	0.828	(-)	Sign.
[a3]	6	1	3	0.938	(+)	Sign.
[a4]	5	3	1	0.363	(+)	Sign.
[a5]	6	3	1	0.910	(+)	Sign.
[a6]	5	2	2	0.500	(+)	Sign.
[a7]	1	4	5	0.969	(-)	Sign.
[a8]	3	3	4	0.656	(+/-)	Sign.
[a9]	4	1	5	0.187	(+)	Sign.
[a10]	3	1	6	0.312	(+)	Sign.
[a11]	6	3	1	0.910	(+)	Sign.
[12]	6	3	1	0.910	(+)	Sign.

Table 5.15 : Writing -- Summary of Statistics

Item	Obs.	Mean	Std.Dev.	Var. %	Signs Ob	Sign T.R
[a1x]	10	4.10	0.88	21.30		
[a1y]	11	3.50	1.13	32.30	(+)	
[a2x]	10	2.40	1.84	76.5		
[a2y]	11	2.28	1.19	52.2	(-)	
[a3x]	10	3.90	1.20	30.5		
[a3y]	11	4.73	0.47	9.9	(-)	
[a4x]	10	3.70	1.77	53.3		
[a4y]	11	4.10	0.83	20.2	(-)	
[a5x]	10	4.20	1.03	24.5		
[a5y]	11	2.82	0.87	30.9	(+)	
[a6x]	10	3.44	1.77	51.3		
[a6y]	11	3.80	1.14	30.0	(-)	
[a7x]	10	2.5 1	1.51	60.0		
[a7y]	11	1.50	0.93	62.0	(+)	
[a8x]	10	3.20	1.55	48.4		
[a8y]	11	3.40	1.21	35.6	(-)	
[a9x]	10	3.80	1.40	36.8		
[a9y]	11	4.70	0.47	10.0	(-)	
[a10x]	10	1.70	1.25	73.5		
[a10y]	11	2.20	1.47	66.8	(-)	
[a11x]	10	4.00	1.15	28.8		
[a11y]	11	3.80	0.87	49.2	(+)	
[a12x]	10	3.80	1.14	29.9		
[a12y]	11	3.00	1.01	33.7	(+)	.927 Sig.

Table 5.16: Pronunciation -- Scores Observed at Pre and Post Project

N [a]	[01]	[02]	[03]	[04]	[05]	[06]	[07]	[08]	[09]	[10]	[11]
[1x]	5	3	4	4	4	5	5	5	4	3	.
[1y]	5	2	4	3	4	5	4	4	5	3	5
[2x]	5	4	5	5	3	5	5	5	3	1	.
[2y]	5	3	4	5	2	4	5	5	2	2	4
[3x]	5	3	3	4	5	5	4	5	3	5	.
[3y]	5	3	4	4	5	5	4	.	4	3	5
[4x]	5	3	5	2	5	5	5	5	2	1	.
[4y]	4	3	5	4	3	5	5	5	2	2	2
[5x]	5	3	3	5	4	5	5	5	2	5	.
[5y]	5	3	4	4	4	5	5	5	3	4	5
[6x]	3	4	4	4	3	5	5	5	4	5	.
[6y]	5	4	4	5	5	4	5	3	2	5	5
[7x]	5	5	3	5	3	5	5	5	4	5	.
[7y]	5	5	2	5	5	5	5	2	2	2	5

Table 5.17 : Pronunciation--Sign Test Results

	Signs Observed			Result	Direction	Sign.
Items	(+)	(-)	(=)		(+/-)	0.05
[a1]	1	4	5	.969	(-)	Sign.
[a2]	1	5	4	.984	(-)	Sign.
[a3]	2	1	6	.500	(+)	Sign.
[a4]	2	2	6	.687	(+/-)	Sign
[a5]	2	2	6	.687	(+/-)	Sign.
[a6]	3	3	4	.656	(+/-)	Sign.
[a7]	1	4	5	.969	(-)	Sign

Table 5.18: Pronunciation : Summary of Observations and Statistics

Item	Obs.	Mean	Std.dev.	Var. %	Sign Obs	Sign T.R
[a1x]	10	4.20	0.79	18.8		
[a1y]	11	4.00	1.00	25.0	(+)	
[a2x]	10	4.10	1.37	33.4		
[a2y]	11	3.73	1.27	34.0	(+)	
[a3x]	10	4.20	0.92	21.8		
[a3y]	11	4.20	0.79	35.0	(+)	
[a4x]	10	3.80	1.02	42.6		
[a4y]	11	3.64	1.28	35.4	(-)	
[a5x]	10	4.20	1.14	27.0		
[a5y]	11	4.27	0.79	18.4	(-)	
[a6x]	10	4.10	0.74	18.9		
[a6y]	11	4.27	1.00	23.4	(+)	
[a7x]	10	4.50	0.85	18.9		
[a7y]	11	3.91	1.51	38.3	(+)	.938 Sig.

Table 5.19 : Grammar -- Scores Observed at Pre and Post Project

N [a]	[01]	[02]	[03]	[04]	[05]	[06]	[07]	[08]	[09]	[10]	[11]
[1x]	4	3	4	3	3	2	5	5	3	4	.
[1y]	1	2	2	4	2	2	4	3	1	2	3
[2x]	3	3	2	4	2	5	1	2	1	4	.
[2y]	2	4	4	5	5	3	1	2	4	3	4
[3x]	4	3	2	4	4	4	4	4	2	5	.
[3y]	4	3	5	4	2	4	1	5	5	2	2
[4x]	4	4	2	5	4	5	1	1	4	5	.
[4y]	5	4	2	5	5	5	1	5	4	5	5
[5x]	5	4	4	4	5	5	4	5	2	4	.
[5y]	5	3	5	4	3	5	2	5	5	3	4
[6x]	5	5	5	5	5	5	5	5	4	5	.
[6y]	5	5	5	5	5	5	3	5	4	2	5

Table 5.20: Grammar-- Sign Test Results

	Signs Observed			Result	Direction	Sign.
Item	(+)	(-)	(=)		(+/-)	0.05
[a1]	2	8	0	0.989	(-)	Sign.
[a2]	5	3	2	0.363	(+)	Sign.
[a3]	3	3	4	0.656	(+/-)	Sign
[a4]	3	0	7	1.000	(+)	Sign.
[a5]	2	4	4	0.891	(-)	Sign.
[a6]	0	2	8	1.000	(-)	Sign.

Table 5.21 : Grammar -- summary of Observations and Statistics

Item	Obs.	Mean	Std.dev.	Var. %	Signs Ob	Sign T.R.
[a1x]	10	3.60	0.97	26.8		
[a1y]	11	2.36	1.02	42.3	(+)	
[a2x]	10	2.70	1.34	49.5		
[a2y]	11	3.36	1.29	38.0	(-)	
[a3x]	10	3.60	0.97	26.8		
[a3y]	11	3.36	1.43	42.5	(+)	
[a4x]	10	3.50	1.58	45.1		
[a4y]	11	4.18	1.40	33.5	(-)	
[a5x]	10	4.20	0.92	21.9		
[a5y]	11	4.00	1.09	27.3	(+)	
[a6x]	10	4.90	0.32	6.4		
[a6y]	11	4.45	1.04	23.1	(+) 0.894	Sign.

Table 5.22 : Trainees' Attitude to the Teacher of English Scores Observed at Pre and Post Project

N [a]	[01]	[02]	[03]	[04]	[05]	[06]	[07]	[08]	[09]	[10]	[11]
[1x]	5	5	5	4	4	4	5	1	4	3	.
[1y]	5	5	4	5	5	4	5	1	4	5	3
[2x]	2	1	5	2	3	2	5	2	3	1	.
[2y]	3	1	1	2	2	3	1	1	2	2	1
[3x]	3	3	2	3	2	3	1	1	3	4	.
[3y]	3	2	2	3	3	4	3	2	4	3	2
[4x]	1	1	1	2	1	1	1	2	1	1	.
[4y]	1	1	1	2	1	1	1	1	1	1	1
[5x]	5	4	2	4	4	2	2	5	4	5	.
[5y]	5	4	2	4	4	4	5	3	4	4	5
[6x]	2	1	1	2	3	.	4	1	4	3	.
[6y]	1	1	1	2	2	1	4	2	1	1	1
[7x]	2	1	5	2	1	1	3	2	1	1	.
[7y]	1	2	1	2	2	1	1	2	1	1	1
[8x]	4	3	5	4	4	4	3	5	3	1	.
[8y]	4	5	4	4	4	4	3	4	3	2	5

Table 5.23 : Trainees' Attitude to the Teacher of English --Sign test Results

	Signs Observed			Result	Direction	Sign.
Item	(+)	(-)	(+)		(+/-)	0.05
[a1]	3	1	6	.312	(+)	Sign.
[a2]	3	5	2	.855	(-)	Sign.
[a3]	5	2	3	.227	(+)	Sign.
[a4]	0	1	9	.000	(-)	same
[a5]	2	2	6	.687	(+/-)	Sign.
[a6]	1	4	4	.969	(-)	Sign.
[a7]	2	3	5	.812	(-)	Sign.
[a8]	2	2	6	.687	(+)	Sign.

Table 5.24 : Trainees Attitude to the Teacher of English Summary of Obs. and Statistics

Item	Obs.	Mean	Std.dev	Var. %	Signs Ob	Sign T.R.
[a1x]	10	4.00	1.23	31.2		
[a1y]	11	4.18	1.25	29.9	(-)	
[a2x]	10	2.60	1.43	42.0		
[a2y]	11	1.73	0.79	18.4	(-)	
[a3x]	10	2.50	0.97	38.8		
[a3y]	11	2.82	0.75	26.5	(-)	
[a4x]	10	1.20	0.42	8.8		
[a4y]	11	1.09	0.30	6.1	(-)	
[a5x]	10	3.70	1.25	33.8		
[a5y]	11	4.00	0.89	22.2	(-)	
[a6x]	9	2.30	1.64	74.0		
[a6y]	11	1.54	0.93	20.2	(-)	
[a7x]	10	1.50	0.70	15.7		
[a7y]	11	1.36	0.50	10.7	(-)	
[a8x]	10	3.60	1.17	32.5		
[a8y]	11	3.81	0.87	22.8	(-) 1.00	Sign.

Table 5.25 : Methods -- scores Observed at Pre and Post Project

N [a]	[01]	[02]	[03]	[04]	[05]	[06]	[07]	[08]	[09]	[10]	[11]
[1x]	4	2	2	2	2	4	4	3	4	5	.
[1y]	4	1	4	2	2	2	5	2	4	2	3
[2x]	2	3	4	4	2	4	1	4	3	4	.
[2y]	5	5	4	4	5	2	5	2	4	5	3
[3x]	4	4	4	4	2	4	5	5	3	4	.
[3y]	5	4	4	4	2	4	3	5	4	4	3
[4x]	5	5	4	4	5	5	5	4	4	5	.
[4y]	5	4	5	5	5	5	5	5	5	4	5
[5x]	5	5	5	4	5	5	5	5	4	5	.
[5y]	5	3	4	4	1	5	4	5	4	3	4
[6x]	4	3	4	4	4	2	4	3	2	1	.
[6y]	2	4	2	4	4	.	1	3	2	3	3
[7x]	2	3	2	4	5	4	3	2	1	1	.
[7y]	3	5	1	4	2	4	1	4	5	4	4
[8x]	3	4	4	4	3	5	3	2	3	3	.
[8y]	5	5	4	5	5	5	4	5	4	4	5
[9x]	5	3	4	4	4	4	4	5	3	4	.
[9y]	2	1	2	3	4	3	3	2	2	3	3
10x]	5	5	5	4	5	5	4	5	4	5	.
11y.	5	4	5	5	5	5	5	5	5	5	5

Table 5.26 : Methods--Sign Test Results

	Signs observed			Result	Direction	Sign.
Item	(+)	(-)	(=)			
[a1]	2	4	4	0.981	(-)	Sign.
[a2]	6	2	2	0.965	(+)	Sign.
[a3]	2	1	7	0.500	(+)	Sign.
[a4]	4	2	4	0.773	(+)	Sign.
[a5]	0	5	5	1.000	(-)	Sign.
[a6]	2	3	4	0.812	(-)	Sign.
[a7]	5	3	2	0.855	(+)	Sign.
[a8]	8	0	2	1.000	(+)	Sign.
[a9]	0	9	1	1.000	(-)	Sign.
[a10]	3	1	6	0.938	(+)	Sign.

Table 5.27 : Methods-- Summary of Observations and Statistics

Item	Obs.	Mean	Std.dev	Var. %	Signs Ob	Result
[a1x]	10	3.20	1.44	35.5		
[a1y]	11	2.82	1.25	44.3	(+)	
[a2x]	10	3.10	1.10	35.5		
[a2y]	11	4.00	1.18	29.5	(-)	
[a3x]	10	3.90	0.88	22.4		
[a3y]	11	3.82	0.87	21.8	(-)	
[a4x]	10	4.60	0.52	11.2		
[a4y]	11	4.82	0.40	8.2	(-)	
[a5x]	10	4.80	0.42	8.7		
[a5y]	11	3.82	1.03	30.3	(+)	
[a6x]	10	3.10	1.10	35.5		
[a6y]	11	2.80	1.43	46.0	(+)	
[a7x]	10	2.70	1.34	49.5		
[a7y]	11	3.40	1.43	42.5	(-)	
[a8x]	10	3.40	0.84	24.7		
[a8y]	11	4.64	0.50	10.8	(-)	
[a9x]	10	4.00	0.67	16.7		
[a9y]	11	2.54	0.82	32.2	(+)	
[a10x]	10	4.70	0.48	10.2		
[a10y]	11	4.91	0.30	6.1	(-)	

Table 5.28 : Syllabus : Scores Observed at Pre and Post Project

N [a]	[01]	[02]	[03]	[04]	[05]	[06]	[07]	[08]	[09]	[10]	[11]
[1x]	5	3	4	4	4	5	2	5	4	5	.
[1y]	5	3	4	4	1	4	4	5	4	5	5
[2x]	4	4	5	5	2	5	4	5	4	5	.
[2y]	5	4	5	5	4	4	4	5	5	4	5
[3x]	5	5	4	4	4	5	1	5	4	5	.
[3y]	5	2	4	3	5	4	4	5	4	3	5
[4x]	5	3	5	4	4	4	4	5	4	5	.
[4y]	5	5	4	4	4	4	4	5	5	4	5
[5x]	5	3	4	4	2	5	3	4	4	4	.
[5y]	4	3	1	4	2	4	4	2	5	4	5
[6x]	3	5	5	5	4	4	3	2	3	5	.
[6y]	5	5	5	5	4	3	4	5	5	4	5

Table 5.29 : Syllabus --Sign Test Results

Item	Signs	Obs.		Results	Direct.	Sign.
	(+)	(-)	(=)			
[a1]	2	2	6	0.687	(+/-)	Sign.
[a2]	3	2	5	0.500	(+)	Sign.
[a3]	2	4	4	0.891	(-)	Sign.
[a4]	2	2	6	0.687	(+ /-)	Sign.
[a5]	1	6	3	0.992	(-)	Sign.
[a6]	4	2	4	0.344	(+)	Sign.

Table 5.30: Syllabus -- Summary of Observations and Statistics

Item	Obs.	Mean	Std.dev.	Var. %	Signs Ob	Sign T.R.
[a1x]	10	4.00	0.94	23.5		
[a1y]	11	4.00	1.18	29.5	(+)	
[a2x]	10	4.30	0.95	22.0		
[a2y]	11	4.50	0.52	11.4	(-)	
[a3x]	10	4.20	1.23	29.3		
[a3y]	11	4.00	1.00	25.0	(-)	
[a4x]	10	4.30	0.67	15.7		
[a4y]	11	4.50	0.52	11.7	(-)	
[a5x]	10	3.80	0.92	24.2		
[a5y]	11	3.00	1.10	36.3	(+)	
[a6x]	10	3.90	1.10	28.0		
[a6y]	11	4.50	0.69	15.1	(-)	

Table 5.31: School Problems of ELT --Scores Observed at Pre and Post Project

N [a]	[01]	[02]	[03]	[04]	[05]	[06]	[07]	[08]	[09]	[10]	[11]
[1x]	5	5	4	4	4	5	5	5	4	5	.
[1y]	5	4	4	2	2	4	4	5	4	4	5
[2x]	3	1	4	3	2	2	1	1	4	2	.
[2y]	1	2	.	4	4	4	3	2	2	3	2
[3x]	3	4	2	4	4	4	4	4	4	4	.
[3y]	4	4	2	2	2	4	3	4	4	4	5
[4x]	2	4	4	3	3	4	2	5	3	5	.
[4y]	1	4	5	2	5	4	1	5	2	3	.
[5x]	4	4	3	2	4	4	4	2	3	2	.
[5y]	4	4	2	2	2	3	3	3	4	4	4
[6x]	4	4	3	2	2	3	3	2	3	2	.
[6y]	5	3	2	3	3	1	3	3	2	3	3
[7x]	4	4	4	4	2	1	4	3	1	5	.
[7y]	4	5	5	4	4	1	3	5	2	2	5
[8x]	4	4	4	2	3	4	4	4	3	1	.
[8y]	3	4	4	4	4	4	4	4	2	3	2
[9x]	2	1	5	2	2	4	4	5	4	2	.
[9y]	4	2	1	4	2	4	4	3	2	4	5
10x]	5	5	4	4	4	5	5	5	4	1	.
10y	4	4	1	5	4	5	4	5	4	4	1

Table 5.32 : School Problems of ELT -- Sign Test Results

Item	Signs	Observ.		Result	Direct.	Sign.
	(+)	(-)	(=)			0.05
[a1]	0	6	4	1.000	(-)	Sign.
[a2]	7	2	0	0.980	(+)	Sign.
[a3]	1	2	0	0.875	(-)	Sign.
[a4]	3	2	5	0.227	(+)	Sign.
[a5]	3	4	3	0.773	(-)	Sign.
[a6]	5	4	0	0.746	(+/-)	Sign.
[a7]	5	2	3	0.937	(-)	Sign.
[a8]	3	2	5	0.500	(+)	Sign.
[a9]	4	3	3	0.773	(+)	Sign.
[a10]	1	5	4	0.984	(-)	Sign.

Table 5.33: School Problems of ELT --Summary of Statistics

Item	Obs.	Mean	Std.dev.	Var. %	Signs Ob	Sign T.R.
[a1x]	10	4.60		40.4		
[a1y]	11	3.91	1.04	25.5	(+)	
[a2x]	10	2.30		43.2		
[a2y]	11	2.73	1.06	42.7	(-)	
[a3x]	10	3.60		19.4		
[a3y]	11	3.45	1.04	28.9	(+)	
[a4x]	10	3.50		43.2		
[a4y]	11	3.20	1.62	62.6	(+)	
[a5x]	10	3.20		28.8		
[a5y]	11	3.18	0.87	68.6	(+)	
[a6x]	10	2.80		28.2		
[a6y]	11	2.73	1.01	37.0	(+)	
[a7x]	10	3.20		50.0		
[a7y]	11	3.64	1.43	58.3	(+)	
[a8x]	10	3.30		32.0		
[a8y]	11	3.45	0.82	23.7	(-)	
[a9x]	10	2.90		46.8		
[a9y]	11	3.10	1.38	47.4	(+)	
[a10x]	10	4.20		29.3		
[a10y]	11	3.73	1.42	38.0	(+)	

Table 5.34 : Source -- Scores Observed at Pre and Post Project

N [a]	[01]	[02]	[03]	[04]	[05]	[06]	[07]	[08]	[09]	[10]	[11]
[1x]	5	5	4	2	2	5	5	5	3	2	.
[1y]	5	2	3	2	2	3	2	2	5	4	2
[2x]	2	4	.	5	1	5	1	5	4	4	.
[2y]	5	2	2	2	1	2	1	2	3	3	2
[3x]	3	3	.	4	3	5	1	2	4	4	.
[3y]	4	5	4	5	5	4	5	5	4	5	5
[4x]	4	2	.	1	4	5	3	5	3	1	.
[4y]	5	4	1	4	1	2	1	4	2	1	1

Table 5.35 : Source -- Sign Test Result

	Signs	obs.		Result	direct.	Sign. .05
[a]	(+)	(-)	(=)			
[a1]	2	5	3	0.937	(-)	Sign.
[a2]	1	6	2	0.992	(-)	Sign.
[a3]	7	1	1	0.996	(+)	Sign.
[a4]	3	5	1	0.855	(-)	Sign.

Table 5.36 : Source -- Summary of Statistics

[a]	Obs.	Mean	Std.Dev.	Var. %	Signs	
[a1x]	10	3.80	1.40	36.8		
[a1y]	11	2.91	1.20	42.0	(+)	
[a2x]	10	3.40	1.70	15.6		
[a2y]	11	2.27	1.10	17.0	(-)	
[a3x]	10	3.20	1.20	37.5		
[a3y]	11	4.64	0.50	10.8	(-)	
[a4x]	10	3.10	1.50	48.4		
[a4y]	11	2.36	1.56	66.5	(+)	

Table 5.37 : Pedagogic Purpose--Scores Observed

N [a]	[01]	[02]	[03]	[04]	[05]	[06]	[07]	[08]	[09]	[10]	[11]
[1x]	4	2	3	1	3	4	4	3	3	4	.
[1y]	5	3	4	2	4	4	5	4	3	3	5
[2x]	5	4	4	4	5	3	4	5	4	5	.
[2y]	5	5	5	5	4	4	4	5	2	4	5
[3x]	4	4	4	5	4	4	3	5	4	5	.
[3y]	5	5	4	5	5	5	4	4	5	4	4
[4x]	5	5	2	3	5	4	3	1	4	5	.
[4y]	5	3	5	4	4	3	4	5	1	4	4

Table 5.38: Pedagogic Purpose -- Sign Test Results

	Signs	Obs.		Result	Direct.	Sign. .05
[a]	(+)	(-)	(=)		(+/-)	
[a1]	7	1	2	.996	(+)	Sign.
[a2]	6	3	1	.910	(+)	Sign.
[a3]	5	2	3	.938	(+)	Sign.
[a4]	4	5	1	.746	(-)	Sign.

Table 5.39 : Pedagogic Purpose-- Summary of Observations and Statistics

[a]	Obs.	Mean	Std.Dev.	Var. %	Signs Obs.
[a1x]	10	3.10	0.99	31.90	
[a1y]	11	3.82	0.98	25.80	(-)
[a2x]	10	4.30	0.67	15.60	
[a2y]	11	4.40	1.01	23.0	(+)
[a3x]	10	4.20	0.63	15.0	
[a3y]	11	4.55	0.77	17.0	(+)
[a4x]	10	3.70	1.42	38.4	
[a4y]	11	3.82	1.17	30.5	(-)

Table 5.40 : Medium-- Scores Observed at Pre and Post Project

N [a]	[01]	[02]	[03]	[04]	[05]	[06]	[07]	[08]	[09]	[10]	[11]
[1x]	5	4	4	3	3	5	5	5	4	5	.
[1y]	3	3	4	3	5	4	5	5	5	5	5
[2x]	3	3	2	2	2	5	1	5	3	3	.
[2y]	4	3	3	3	4	2	4	4	2	4	3
[3x]	2	3	1	1	1	4	1	4	3	3	.
[3y]	3	3	2	2	4	2	2	4	1	3	4
[4x]	2	4	4	2	3	5	1	4	3	4	.
[4y]	5	5	4	5	4	3	2	4	3	3	5
[5x]	1	1	3	2	1	1	1	4	3	4	.
[5y]	1	2	2	2	4	1	2	3	2	2	1
[6x]	4	4	4	3	2	4	1	5	3	3	.
[6y]	5	4	4	4	4	4	3	4	3	2	4

Table 5.41: Medium -- Sign Test Results

	Signs	Obs.		Result	direct.	Sign.
[a]	(+)	(-)	(=)		(+/-)	0.05
[a1]	2	3	5	0.812	(-)	Sign.
[a2]	6	3	1	0.254	(+)	Sign.
[a3]	5	2	3	0.227	(+)	Sign.
[a4]	5	2	3	0.227	(+)	Sign.
[a5]	3	4	3	0.773	(-)	Sign.
[a6]	4	2	4	0.344	(+)	Sign.

Table 5.42 : Medium--Summary of Statistics

[a]	Obs.	Mean	Std.dev.	Var. %	Signs Obs.
[a1x]	10	4.30	0.82	19.1	
[a1y]	11	4.36	0.81	18.5	(-)
[a2x]	10	2.90	1.29	44.5	
[a2y]	11	3.27	0.79	23.8	(-)
[a3x]	10	2.30	1.25	54.3	
[a3y]	11	2.75	1.01	36.6	(-)
[a4x]	10	3.20	1.23	38.4	
[a4y]	11	3.91	1.04	25.5	(-)
[a5x]	10	2.10	1.29	61.4	
[a5y]	11	2.00	0.89	44.5	(-)
[a6x]	10	3.30	1.17	35.5	
[a6y]	11	3.73	0.79	21.0	(-)

Table 5.43 : Use -- Scores Observed at Pre and Post Project

N [a]	[01]	[02]	[03]	[04]	[05]	[06]	[07]	[08]	[09]	[10]	[11]
[1x]	4	3	4	5	2	5	3	4	3	5	.
[1y]	4	1	2	1	1	2	2	2	4	.	3
[2x]	4	4	3	2	4	5	3	5	3	5	.
[2y]	5	2	5	5	2	2	4	4	4	.	4
[3x]	2	3	3	5	4	5	3	3	5	4	.
[3y]	5	5	4	4	5	4	4	3	3	5	5
[4x]	2	5	4	4	3	5	3	5	3	5	.
[4y]	5	2	5	3	2	3	2	4	4	3	4
[5x]	2	3	2	3	4	5	1	3	3	5	.
[5y]	4	3	4	3	4	2	3	4	3	3	4

Table 5.44 : Use --Sign Test Result

	Signs	Obs.		Result	Direct.	Sign.
[a]	(+)	(-)	(=)		(+/-)	0.05
[a1]	1	7	1	0.996	(-)	Sign.
[a2]	5	4	0	0.746	(-)	Sign.
[a3]	6	4	0	0.377	(+)	Sign.
[a4]	4	6	0	0.828	(-)	Sign.
[a5]	4	2	4	0.344	(+)	Sign.

Table 5.45 : Use--Summary of Statistics

[a]	Obs.	Mean	Std.dev.	Var. %	Signs Obs.
[a1x]	10	3.8	1.03	27.1	
[a1y]	11	2.2	1.13	57.5	(+)
[a2x]	10	3.8	1.03	27.1	
[a2y]	10	3.6	2.60	45.0	(+)
[a3x]	10	3.8	2.60	27.1	
[a3y]	11	4.3	1.03	18.4	(-)
[a4x]	10	3.9	1.10	28.2	
[a4y]	11	3.4	1.12	33.3	(+)
[a5x]	10	3.1	1.28	41.2	
[a5y]	11	3.4	0.67	20.0	(-)

Table 5.46 : Content--Scores Observed at Pre and Post Project

N [a]	[01]	[02]	[03]	[04]	[05]	[06]	[07]	[08]	[09]	[10]	[11]
[1x]	3	3	4	4	3	5	5	5	4	4	.
[1y]	5	1	4	1	1	3	5	3	3	3	4
[2x]	4	4	3	3	2	5	3	4	4	5	.
[2y]	5	5	5	5	5	5	4	5	5	5	5
[3x]	5	3	2	2	2	4	3	5	4	5	.
[3y]	4	2	5	2	1	2	4	1	2	2	2
[4x]	1	5	2	1	3	5	1	2	2	4	.
[4y]	5	2	5	4	3	3	5	1	3	4	5

Table 5.47: Content--Sign Test Result

	signs	Obs.		Result	Direct.	Sign.
[a]	(+)	(-)	(=)		(+/-)	0.05
[a1]	1	7	2	0.996	(-)	Sign.
[a2]	8	0	2	1.000	(+)	Sign.
[a3]	2	7	2	0.980	(-)	Sign.
[a4]	5	3	2	0.363	(+)	Sign.

Table 5.48 : Content-- Summary of Observations and Statistics

Item [a]	Obs.	Mean	Std. dev.	Var. %	Signs Obs.
[a1x]	10	4.00	0.82	20.4	0.05
[a1y]	11	3.00	1.48	49.0	(+)
[a2x]	10	3.70	0.95	25.6	
[a2y]	11	4.91	0.30	6.10	(-)
[a3x]	10	3.50	1.27	36.2	
[a3y]	11	2.45	1.29	52.6	(+)
[a4x]	10	2.60	1.58	60.4	
[a4y]	11	3.64	1.36	37.4	(-)

5.49 Reliability of Quantitative Data : The t-test

In reading the table on consistency test the following denotations are made to identify the items treated : V (vocabulary); L (listening) ; S (speaking) ; R (reading) ; W(writing) ; G (grammar) ; Pa (professional attitude) ; M (methods) ; Sy (syllabus) ; Sp (school problems) ; So (source) ; Pd (pedagogic Purpose) ; Md (medium) ; U (use) ; C (content) . The letters 'x' and 'y' are used to denote before and after the project, respectively ; difference of Mean is denoted by [Mdi] and difference of Standard Deviation is denoted by [Sdi] .

Table 5.49 : Consistency Test of Data-- Results of t-test

N	[a]	[a]	Obs.	Mdi	Sdi	t-crit.	t-read	0.05
01.	[V1x]	[V2x]	10	1.40	0.970	2.228	4.56	Sign.
02.	[V1y]	[V2y]	10	1.40	0.699	2.228	6.33	Sign.
03.	[V3x]	[V4x]	9	2.11	1.453	2.262	4.36	Sign.
04.	[V3y]	[V4y]	11	2.91	1.136	2.201	8.51	Sign.
05.	[L1x]	[L4x]	10	1.80	1.320	2.228	4.31	Sign.
06.	[L1y]	[L4y]	10	3.00	0.670	2.228	14.15	Sign.
07.	[S1x]	[S2x]	10	2.40	1.510	2.228	5.02	Sign.
08.	[S1y]	[S2y]	11	3.27	0.647	2.201	16.78	Sign.
09.	[S5x]	[S6x]	10	1.60	1.500	2.228	3.37	Sign.

10.	[S5y]	[S6y]	11	2.73	1.190	2.201	7.62	Sign.
11.	[R1x]	[R2x]	10	1.70	1.250	2.228	4.30	Sign.
12.	[R1y]	[R2y]	11	2.55	1.210	2.201	6.98	Sign.
13.	[R3x]	[R4x]	10	1.80	1.320	2.228	4.31	Sign.
14.	[R3y]	[R4y]	11	2.91	0.830	2.201	11.64	Sign.
15.	[R5x]	[R6x]	10	1.40	1.350	2.228	3.28	Sign.
16.	[R5y]	[R6y]	11	1.46	1.04	2.201	4.64	Sign.
17.	[W1x]	[W2x]	10	1.80	1.40	2.228	4.06	Sign.
18.	[W1y]	[w2y]	11	1.55	1.04	2.201	4.93	Sign.
19.	[W3x]	W10x	10	2.40	1.35	2.228	5.62	Sign.
20.	[W3y]	W10y	11	2.91	1.22	2.201	7.92	Sign.
21.	[w9x]	W10y	11	2.91	1.30	2.201	7.64	Sign.
22.	[W9y]	W10y	11	2.91	1.30	2.201	7.43	Sign.
23.	[G1x]	[G6x]	10	1.30	0.95	2.228	4.32	Sign.
24.	[G1y]	[G6y]	11	2.27	1.19	2.201	6.34	Sign.
25.	[Pa1x]	[Pa4x]	10	1.20	0.42	2.228	8.99	Sign.
26.	[Pa1y]	[Pa4y]	11	3.10	1.22	2.201	8.44	Sign.
27.	[Pa2x]	[Pa5x]	10	2.30	1.25	2.228	5.81	Sign.
28.	[Pa2y]	[Pa5y]	11	2.27	1.01	2.201	7.47	Sign.
29.	[Pa3x]	[Pa7x]	10	1.80	0.79	2.228	7.21	Sign.
30.	[Pa3y]	[Pa7y]	11	1.46	1.04	2.201	4.64	Sign.
31.	[M3x]	M10x]	10	1.00	0.816	2.228	3.87	Sign.
32.	[M4x]	M10y	11	1.10	0.944	2.201	3.87	Sign.
33.	[M4x]	[M9x]	10	0.80	0.63	2.228	4.01	Sign.
34.	[M4y]	[M9y]	10	2.27	0.786	2.201	9.60	Sign.
35.	[Sy1x]	[Sy2x]	10	0.80	0.789	2.228	3.20	Sign.
36.	[Sy1y]	[Sy2y]	11	0.82	0.751	2.201	3.60	Sign.
37.	[Sy5x]	[Sy6x]	10	1.30	0.675	2.228	6.08	Sign.
38.	[Sy5y]	[Sy6y]	11	1.73	1.190	2.201	4.83	Sign.
39.	[Sp2x]	[Sp3x]	10	1.80	1.140	2.228	4.99	Sign.
40.	[Sp2y]	[Sp3y]	10	1.80	0.920	2.228	6.19	Sign.
41.	[Sp1x]	[Sp2x]	10	2.30	1.570	2.228	4.63	Sign.
42.	[Sp1y]	[Sp2y]	10	2.00	1.160	2.228	5.45	Sign.
43.	[So2x]	[So3x]	9	1.11	0.78	2.262	4.27	Sign.
44.	[So2y]	[So3y]	11	2.55	1.04	2.201	8.14	Sign.
45.	[Pd1x]	[Pd2x]	10	1.40	0.84	2.228	5.27	Sign.
46.	Pd1y]	Pd2y]	11	0.82	0.98	2.201	2.78	Sign.
47.	[Pd1x]	[Pd3x]	10	1.20	1.23	2.228	3.08	Sign.
48.	Pd1y]	Pd3y]	11	1.00	0.89	2.201	3.73	Sign.
49.	Md1x]	Md2x]	10	1.4	1.17	2.228	3.78	Sign.
50.	Md1y	Md2y	11	1.45	0.69	2.201	6.98	Sign.
51.	Md3x]	Md4x]	10	0.90	0.99	2.228	2.87	Sign.
52.	Md3y	Md4y	11	1.18	1.08	2.201	3.63	Sign.
53.	[U1x]	[U3x]	10	1.10	0.88	2.228	3.95	Sign.
54.	[U1y]	[U3y]	10	2.30	1.25	2.228	5.81	Sign.
55.	[C1x]	[C2x]	10	0.90	0.57	2.228	4.99	Sign.
56.	[C1y]	[C2y]	11	2.01	1.38	2.201	4.84	Sign.

Table 5.50: Summary of Variability Scores [G1, G2, SGx, and SGy]

Item	G1(new syl)	G2(old syl)	SGx	SGy
Vocabulary	%	%	%	%
[a1]	32.9	26.86	18.0	19.3
[a2]	37.00	57.30	35.00	26.90
[a3]	21.90	22.90	29.00	20.00
[a4]	64.20	42.30	58.00	49.70
Listening				
[a1]	25.75	27.90	21.40	0.00
[a2]	43.56	46.90	45.20	44.50
[a3]	34.65	24.20	29.00	20.00
[a4]	41.36	42.70	43.90	33.40
[a5]	34.17	30.20	58.00	22.70
[a6]	51.40	49.00	32.50	26.40
Speaking				
[a1]	52.50	48.00	57.20	40.80
[a2]	20.20	26.30	33.40	6.10
[a3]	31.60	42.40	20.40	22.20
[a4]	50.40	42.80	62.40	27.30
[a5]	35.40	60.30	55.00	30.50
[a6]	35.40	42.40	57.50	20.80
Reading				
[a1]	36.40	30.10	44.10	8.30
[a2]	50.40	45.00	58.10	52.40
[a3]	24.90	40.30	46.10	18.00
[a4]	44.70	51.40	44.60	15.10
[a5]	41.20	32.50	49.70	22.80
[a6]	33.00	60.40	68.30	27.20
[a7]	36.70	49.80	54.90	22.20
[a8]	46.00	45.60	32.80	27.40
[a9]	21.30	26.00	21.90	17.90
[a10]	58.80	56.90	69.00	6.10
Writing				
[a1]	38.20	36.60	21.30	32.30
[a2]	52.60	56.10	76.5	52.20
[a3]	44.00	33.80	30.50	9.90
[a4]	45.70	16.40	53.30	20.20
[a5]	24.0	47.00	24.50	30.90
[a6]	39.40	29.10	51.30	30.00
[a7]	53.70	46.10	60.0	62.00
[a8]	36.00	11.50	48.40	35.60
[a9]	22.40	22.60	36.80	10.00
[a10]	42.00	60.60	73.50	66.80
[a11]	34.00	40.00	28.80	49.20
[a12]	34.60	50.00	29.90	33.70
Pronun.				
[a1]	25.80	45.40	18.80	25.00
[a2]	27.25	33.30	33.40	34.00
[a3]	25.75	14.60	21.80	35.00
[a4]	25.78	45.70	42.60	35.40
[a5]	23.90	19.40	27.00	18.40

[a6]	31.76	22.80	18.90	23.40
[a7]	41.30	28.60	18.90	38.30
Grammar				
[a1]	52.60	56.20	26.80	42.30
[a2]	33.90	32.30	49.50	38.00
[a3]	30.60	29.80	26.80	42.50
[a4]	28.60	31.10	45.10	33.50
[a5]	32.80	25.70	21.90	27.30
[a6]	24.70	28.50	6.40	23.10

Table 5.51 : Comparisons of Variability by Category

Category % Group	0--25%	25.1--35%	35.1--45%	45.1 & above
G1f (N. S)	8	17	15	11
G1 %	15.7	33.3	29.4	21.6
G2f (O.S.)	8	16	10	17
G2 %	15.7	31.4	19.6	33.3
SGxf	12	13	5	21
SGx %	23.5	25.5	9.8	41.2
SGyf	21	16	8	6
SGy %	41.2	31.4	15.7	11.7
Total f	51	51	51	51
Total %	100	100	100	100

Table 5.52: Summary of Group Preferences--Means [G1, G2, SGx and SGy] (effective teaching)

Item	G1(new syl)	G2(old Syl)	SGx	SGy
Vocabulary	Mean	Mean	Mean	Mean
[a1] U	3.50	3.83	4.10	4.00
[a2] L	2.44	2.25	2.70	2.65
[a3] U	4.25	4.16	4.20	4.64
[a4] L	1.50	1.58	2.70	1.91
Listening				
[a1] U	3.75	4.20	4.10	5.00
[a2] L	3.08	2.80	3.30	2.20
[a3] U	3.67	4.20	3.30	4.60
[a4] L	3.00	2.20	2.50	2.10
[a5] U	3.58	3.80	3.80	3.90
[a6] L	2.75	3.60	3.60	3.50
Speaking				
[a1] L	1.94	2.58	2.90	1.64
[a2] U	4.31	4.17	4.10	4.90
[a3] L	3.55	3.42	4.00	3.64
[a4] U	2.44	2.94	2.00	3.18
[a5] L	2.50	2.25	2.90	1.64
[a6] U	4.13	3.52	2.50	4.45
Reading				
[a1] U	3.63	3.58	3.40	4.82
[a2] U	2.56	3.00	2.30	2.27
[a3] U	4.31	3.83	3.40	4.55
[a4] L	1.94	2.16	2.40	1.64

[a5] U	2.50	3.25	3.00	3.82
[a6] L	2.38	1.91	2.60	2.00
[a7] U	3.38	2.75	2.60	3.64
[a8] U	2.63	2.67	2.80	3.64
[a9] U	4.06	4.00	4.40	4.18
[a10] L	1.56	1.58	2.10	1.10
Writing				
[a1] L	3.38	3.82	4.10	3.50
[a2] L	1.88	1.64	2.40	2.28
[a3] U	3.34	4.08	3.90	4.73
[a4] U	2.81	4.08	3.70	4.10
[a5] L	3.63	3.42	4.20	2.82
[a6] U	3.31	3.42	3.60	3.80
[a7] L	3.88	1.83	2.50	1.50
[a8] U	3.31	3.25	3.20	3.40
[a9] U	4.20	4.17	3.80	4.70
[a10] L	1.50	1.83	1.70	2.20
[a11] U	3.31	3.17	4.00	3.80
[a12] L	3.19	3.33	3.8	3.00
Pronun.				
[a1] L	3.88	3.33	4.20	4.00
[a2] L	4.00	3.83	4.10	3.73
[a3] L	4.00	3.50	4.20	4.20
[a4] L	3.81	3.50	3.80	3.64
[a5] L	4.19	4.08	4.20	4.27
[a6] U	3.38	4.33	4.10	4.27
[a7] U	3.40	4.17	4.50	3.91
Grammar				
[a1] L	2.47	3.08	3.60	2.36
[a2] U	3.38	3.08	2.70	3.36
[a3] L	3.13	2.83	3.60	3.36
[a4] U	3.25	3.67	3.50	4.18
[a5] L	3.50	3.75	4.20	4.00
[a6] U	4.38	4.25	4.90	4.45

Table 5.53 : Comparisons of Means of Means -- Preferences of Use Focused Vs Language Focused Items

Item	G1(N. S.)	G2 (O. S.)	SGx	SGY
Voca. U	3.88	4.00	4.15	4.32
Voca. L	1.97	1.92	2.70	2.28
List. U	3.67	4.07	3.73	4.50
List. L	2.94	2.87	3.13	2.60
Speak. U	3.63	3.54	2.87	4.80
Speak. L	2.66	2.75	3.27	2.31
Read. U	3.40	3.30	3.13	3.85
Read. L	1.96	1.88	2.37	1.58
Writ. U	3.38	3.70	3.70	4.09
Writ . L	2.91	2.65	3.12	2.55
Pronun. U	3.39	4.25	4.30	4.09
Pronun. L	3.98	3.65	4.10	3.97
Gram. U	3.64	3.67	3.70	4.08
Gram. L	3.03	3.22	4.03	3.24

Table 5.54 : Summary of variability in trainees' attitude to the profession [G1, G2, SGx, and SGy]

Item	G1(new Syl)	G2(old Syl)	SGx	SGy
Attitud. ELT	%	%	%	%
[a1]	29.30	23.40	31.20	29.90
[a2]	30.40	55.90	42.00	18.40
[a3]	50.00	34.80	38.80	26.50
[a4]	50.00	49.20	8.80	6.10
[a5]	37.90	30.60	33.80	22.20
[a6]	42.60	30.00	74.00	20.20
[a7]	46.50	36.80	15.70	10.70
[a8]	32.90	44.30	32.50	22.80
Methods				
[a1]	41.00	26.50	35.50	44.30
[a2]	41.90	40.00	35.50	29.50
[a3]	21.80	31.80	22.40	21.80
[a4]	30.30	11.10	11.20	8.20
[a5]	35.40	26.80	8.70	30.30
[a6]	30.60	47.70	35.50	46.00
[a7]	40.70	48.10	49.50	42.50
[a8]	37.00	11.40	24.70	10.80
[a9]	45.40	33.30	16.70	32.20
[a10]	34.70	9.50	10.20	6.10
Syllabus				
[a1]	25.60	15.10	23.50	29.50
[a2]	17.90	14.60	22.00	11.40
[a3]	23.80	22.90	29.30	25.00
[a4]	22.30	30.20	15.70	11.70
[a5]	32.50	37.40	24.20	36.30
[a6]	37.40	27.60	28.00	15.10
Sch. Pr. ELT				
[a1]	53.30	43.60	40.40	25.50
[a2]	25.60	44.80	43.20	42.70
[a3]	32.20	29.70	42.70	19.40
[a4]	40.70	37.70	43.20	62.20
[a5]	32.00	29.30	28.80	68.60
[a6]	26.00	42.40	28.20	37.00
[a7]	34.50	41.80	50.00	58.30
[a8]	17.10	27.10	23.70	46.80
[a9]	29.20	31.30	46.80	47.40
[a10]	28.40	20.00	29.30	38.00

Table 5.55: Comparisons of variability by Category (Attitude to the Profession)

Category Group	0--25 %	25.1--35 %	35.1--45 %	45.1 % & above
G1f (N. S.)	5	15	9	5
G1 %	14.7	44.12	26.47	14.70
G2f (O. S.)	8	13	9	4
G2 %	23.53	38.24	26.47	11.76
SGxf	13	8	9	4
SGx %	38.24	23.53	26.47	11.76
SGyf	14	8	6	6
SGy%	41.18	23.52	17.65	17.65
Total f	34	34	34	34
Total %	100	100	100	100

Table 5.56 : Summary of Preferences of Trainees by category--Attitudes to the profession [G1, G2, SGx and SGy]

Item	G1(new syl)	G2(old syl)	SGx	SGY
attitud. ELT	Mean	Mean	Mean	Mean
[a1] (+)	3.75	4.18	4.00	4.18
[a2] (-)	2.31	2.27	3.40	1.73
[a3](+)	2.38	2.64	2.50	2.82
[a4] (-)	2.00	1.91	4.80	1.09
[a5](+)	3.31	3.27	3.70	4.00
[a6](-)	1.88	1.90	2.30	1.54
[a7](-)	1.69	1.30	1.40	1.36
[a8] (+)	3.50	2.82	3.60	3.81
Methods				
[a1](C)	2.63	4.08	3.20	2.82
[a2](C)	3.13	3.00	3.10	4.00
[a3](Tr)	3.81	3.42	3.90	3.82
[a4](C)	4.06	4.58	4.60	4.82
[a5](Tr)	3.56	3.83	4.80	3.82
[a6](Tr)	3.19	1.42	3.10	2.80
[a7](Tr)	2.94	2.62	2.70	3.40
[a8](C)	3.44	4.55	3.40	4.64
[a9](Tr)	2.81	3.00	4.00	2.54
[a10](C)	4.31	4.75	4.70	4.91
Syllabus				
[a1](T)	3.86	4.33	4.00	4.00
[a2](D)	4.19	4.25	4.30	4.50
[a3](T)	3.94	3.75	4.20	4.00
[a4](D)	4.00	3.58	4.30	4.50
[a5](T)	2.94	3.50	3.80	3.00
[a6](D)	3.50	3.92	3.90	4.50
Sch. Pr.ELT				
[a1](+)	3.38	3.33	4.60	3.91
[a2](-)	3.13	3.08	2.30	2.70
[a3](+)	2.69	3.33	3.60	3.45
[a4](-)	3.43	3.17	3.50	3.20
[a5](+)	2.94	2.83	3.20	3.18
[a6](+)	2.31	2.25	2.80	2.73

[a7](-)	3.10	3.25	3.20	3.64
[a8](-)	3.80	3.83	3.30	3.45
[a9](+)	3.68	3.83	2.90	3.10
[a10]*	4.25	4.50	4.20	3.73
*No	Category			

Table 5.57 : Comparisons of Means by Category--Trainees' Preferences (Attitude to the Profession).

Item	G1(N. S.)	G2 (O.S.)	SGx	SGy
Atti. ELT(+)	3.24	3.23	3.45	3.70
Atti.ELT(-)	1.97	1.85	2.98	1.43
Meth.(C)	3.51	4.19	3.80	4.24
Meth.(Tr.)	2.67	2.86	3.70	3.28
Syll.(T)	3.58	3.85	3.75	3.67
Syll.(D)	3.90	3.92	4.17	4.50
Sch.P.ELT(+)	2.96	3.11	3.42	3.26
Sch.P.ELT(-)	3.37	3.33	3.08	3.44

Table 5.58: Classroom Communication--Summary of Variability [G1, G2, SGx and SGy]

Item	G1(new syl)	G2(old syl)	SGx	SGy
Source	%	%	%	%
[a1]	35.30	24.10	36.80	42.00
[a2]	40.20	49.60	50.00	48.50
[a3]	30.60	58.80	37.50	10.80
[a4]	53.80	59.50	48.40	66.50
Pedagogic P.				
[a1]	52.70	37.70	31.90	25.80
[a2]	23.00	36.50	15.60	23.00
[a3]	32.60	37.10	15.00	17.00
[a4]	44.40	41.70	38.40	30.50
Medium				
[a1]	29.40	26.80	19.10	18.50
[a2]	38.50	39.30	44.50	23.80
[a3]	44.00	44.80	54.30	36.60
[a4]	47.90	43.30	38.40	25.50
[a5]	45.00	37.50	61.40	44.50
[a6]	36.80	47.60	35.50	21.00
Use				
[a1]	50.00	36.10	27.10	57.50
[a2]	30.30	26.50	27.10	45.00
[a3]	28.30	29.70	27.10	18.40
[a4]	25.70	40.00	28.20	33.30
[a5]	52.40	40.00	41.20	20.00
Content				
[a1]	27.00	35.40	20.40	49.00
[a2]	52.00	36.90	25.60	6.10
[a3]	45.90	47.30	36.20	52.60
[a4]	44.20	46.50	60.40	37.40

Table 5.59 : Comparison of Variability by Category (Classroom Communication).

Category Group	0--25 %	25.1--35%	35.1--45%	45.1% & above
G1f (N.S.)	1	8	8	7
G1 %	4.17	33.33	33.33	29.17
G2f (O.S.)	1	3	14	6
G2 %	4.17	12.50	58.33	25.00
SGxf	5	6	8	5
SGx %	20.83	25.00	33.33	20.83
SGyf	9	4	5	6
SGy %	37.50	16.67	20.83	25.00
Total f	24	24	24	24
Total %	100	100	100	100

Table 5.60 : Classroom Communication--Summary of Preferences by category[G1, G2, SGx and SGy]

Item	G1(new syl)	G2 (old syl)	SGx	SGY
Source	Mean	Mean	Mean	Mean
[a1] Tr	3.38	4.10	3.80	2.91
[a2] Tr	2.56	2.70	3.40	2.27
[a3] C	3.56	2.40	3.20	4.64
[a4] Tr	2.75	2.64	3.10	2.36
Pedagogic P.				
[a1] Tt	2.19	3.08	3.10	3.82
[a2] TSt	3.13	3.42	4.30	4.09
[a3] TSt	3.06	3.50	4.20	4.09
[a4] Tt	3.38	3.25	3.70	3.82
Medium				
[a1] La	3.50	4.17	4.30	4.55
[a2] Na	2.75	2.83	2.90	3.27
[a3] Na	1.75	2.17	2.30	2.73
[a4] Na	2.94	3.00	3.20	3.91
[a5] Na	2.67	3.17	2.10	2.00
[a6] NA	3.12	2.92	3.30	3.73
Use				
[a1] A	2.81	3.58	3.80	2.20
[a2] LU	3.44	3.42	3.80	3.60
[a3] LU	3.75	3.25	3.80	4.30
[a4] LU	4.00	3.00	3.90	3.40
[a5] LU	3.27	3.00	3.10	3.40
Content				
[a1] Tt	3.33	3.50	4.00	3.00
[a2] TSi	3.00	3.25	3.70	4.91
[a3] Tt	3.20	3.33	3.50	2.45
[a4] TSi	2.67	2.33	2.60	3.64

Table 5.61: Comparison of Means by Category--Trainees' Preferences (Classroom Communication).

Items	G1	G2	SGx	SGy
Source Tr	2.90	3.15	3.43	2.51
Source C	3.56	2.40	3.20	4.64
Ped. Pur. Tt	2.79	3.17	3.40	3.82
Ped. Pur.TSi	3.37	3.46	4.25	4.09
Medium La	3.50	4.17	4.30	4.55
Mediu. Na	2.65	2.82	2.76	3.13
Use A	2.81	3.58	3.80	2.20
Use LU	3.61	2.53	3.65	3.68
Con. Tt	3.27	3.42	3.75	2.73
Con. TSi	2.84	2.79	3.15	4.28

Appendix VI

Some Exerpts Taken From Trainees' Diaries: Supplement to Chapter VI

6.1 Background Information on Project Participants

The following Trainees reflected their learning experiences in the project in their diaries : Dereje Asegedew, Derrese Lema, Fisseha Atalegne, Gebeyanesh Mammo, Gashaw Abate, Getu Kassaye, Jeylan Wolyie, Munteha Jemal (dropped in phase II), Tekeste Aregay, Teshome Bimerew, Wossen Aregaw (dropped in Phase II), and Yonas Adaye . Code numbers given do not follow this order . L1 refers to language spoken as of childhood ; G. P. A. refers to grade point average (academic standing) out of 4.00 ; T. Ex. refers to teaching experience; B. R/U refers to background in terms of urban and rural ; Hrs A. refers to number of hours attended by each individual during the project sessions .

Code	L1	G.P.A	Age	T.Ex	Sex	B. R/U	Hrs A.
[01]	Amha.	2.35	20	0	f	R	43
[02]	Welita	3.34	26	4	M	R	59
[03]	Amha	2.44	32	0	M	U	48
[04]	Oromo	2.98	22	0	M	U	56
[05]	Amha	2.19	21	0	M	U	56
[06]	Amha	2.44	21	0	M	U	49
[07]	Amha	2.19	20	0	M	R	56
[08]	Amha	2.56	22	0	M	R	56
[09]	Amha	2.55	22	0	M	R	56
[10]	Amha	2.23	21	0	M	U	54
[11]	Tigrig.	2.23	21	0	M	U	56
[12]	Harere	2.13	20	0	F	U	23
[13]	Amha.	3.34	22	1	F	U	27

Amha = Amharic ; Tigrig = Tigrigna

6.2 Trainees' Attitude

Trainees expressed change of attitude that reflected progress from doubt and resentment to that of interest and self confidence . Most of these reflections are treated in chapter VI . Here are some supplements.

6.2.1 Reflections on Feelings of Doubt

Taken from [02]'s Diary

> 'Finishing the whole time ...on discussions and presentations, taking precious time for the observation of filmed lessons is not fair....As would be teachers we are practising how to consume the time of our students, the time they should use for other subjects or personal matters. We started our discussion exactly at 6:30 . We continued up until 8:20. But it should have been of an hour's course (credit) . I have to consider my view and take a stand concerning this issue .The lesson, the show (filmed lesson observation), etc., were interesting and educating, but they became boring because they are taking our golden time of study . I came here leaving a salary of Birr 395 to learn . I am not here for research ' .

Taken from [08]'s diary

> 'Today (29/01/92) we reflected on the lesson we observed . From the discussion I got some awareness of teaching that I will use for my next work . But can this really change my mind in order to have a good attitude towards the teaching profession ? Is teaching a real profession in Ethiopia ? Does the government give enough attention to improve education in Ethiopia ? These and other questions strike my mind and I do not know how and when these problems will be solved.
>
> I observed the lesson taught . My group discussed the observed lessons. The researcher asked each one of us to reflect on our respective lessons. At this time I asked myself whether he was using us for his personal research or weather he was really using us to study the cause of the decline of language teaching in Ethiopia . For all God knows. Anyway whether he is using us for his private research or otherwise, we will get at least some knowledge about language teaching. So I can say it is OK....
>
> Today's (18/02/92) class was boring . The teacher was not interested to dismiss the class on time . But this is not good because when one feels bored can not be active in group discussion .What I want to suggest is to let the students leave the class on time . This has advantages : (a) the group will not hate the discussion forever ; (b) the creativity of the individuals will increase from time to time ; (c) each individual will get enough time to study'.

6.2.2 Reflections on Development in Confidence and Interest

Trainees reflected on positive changes in their attitude and behavioural as teacher candidates of EFL .

Taken from [06]'s Diary

> 'On these two days (26 and 30/04/1992), we continued our discussion on reading skills . We examined two types of texts: one written in a formal style and other in an informal style . We read them and answered the questions set . We agreed that informally written texts help a lot to learn the language . The texts were titled, *At the Cinema* which was based on the structural approach to language teaching and *The Sail Away* an informally written piece of advertisement, reflecting communicative language teaching [see William's, 1984] . We also discussed some general aims of reading : reading a text for a general comprehension, reading flexibly according to purpose ; reading to learn language ; reading with some degree of critical awareness . We all agreed that these are practices of good readers and should be promoted in the teaching of reading . From these discussions I have learned much, especially the use of teaching materials' .

> 'On this day (22/1/92), we discussed our language learning experiences. Some said that their language learning experiences were limited . Very few said that they tried to improve their English . I usually learn English in class (school) and very rarely try to use it outside . Of course, there is a hindrance to use the language actively, for example, its social impact, personal fear, etc. Generally, I learned that I and my friends have very limited language experience' .

> 'In today's session (26/2/92) we exchanged ideas about listening skills . We tried to see how a teacher helps his students to develop listening comprehension . We agreed that a teacher should speak clearly using a simple language with correct stress and intonation .This can make comprehending the general idea easier . Students must be trained first to see main ideas of a text . They should not be bothered by difficult or unfamiliar words they come across. They should rather try to guess at the meanings of words using contextual clues . The teacher should ask some questions from the lesson to check whether the students are understanding the lesson or not....We all agreed to use the following practices of reading : (a) skimming for gist ; (b) use of contextual clues to learn the meanings of new words; (c) skimming over figures and diagrams for gist ; (d) predicting (e) interpreting intentions .
> In fact I have used some of these practices in my peer teaching and practically speaking I found them to be more useful and effective than those I used before. In these practices students learn the language through use' .

Taken from [02]'s Diary

> 'It is a good way of learning from each other . In our group we discovered that language teaching and learning can best be done by promoting interaction . The context is more necessary than the use of dictionary to learn vocabulary, my group agreed on.... The discussion

we had on the day was so critical that it reminded me how I did in my teaching, in my learning and answering examination questions. The discussion influenced me to change my attitude towards the work I am doing . Specifically it helped me to be objective, to asses my own ability as to what I can and cannot do . The common diseases-- laziness, beating about the bush, shyness, fear sometimes lying--all come from nowhere, but from not being objective, open, hard working and creative. The group discussion, particularly Wondirad's honest questions always touched me . The group's live participation tells me one thing . There is no fear or shyness in us when we are not followed or evaluated . In other words when students are left free on their own, they can communicate freely . Learning is not only effective but also creative' .

'What is the objective of the project? To save and to rescue the drawing quality of the teaching profession in Ethiopia. Is that so? Of course, it is to my understanding. One of the weakness in teaching or worst quality of a teacher is un preparedness. Take my word you can not teach effectively without adequately preparing yourself. Or you can not speak properly and to the point without proper previous thinking. Likewise teaching without being prepared results not only in loosing attention of students or unpredictable bad classroom behaviour, but it becomes miss teaching -- totally going astray or a fiasco. The outstanding example of un preparedness was demonstrated unmistakably by Bimerew. It caused an uproar or general excitement in the class. I have never seen such emotional reaction towards a teacher from a class. Genuine concern was displayed by almost every participant ....

Had it not been for the soothing advice and practical comments of the researcher, students were to have negative attitude towards Bimerew. (1) He did not pay attention to our lessons we presented; (2) he did not follow the reading class previously held. These points lead me to say that unless he listens, evaluates, interacts, reflects on class activities, how can others listen to him, evaluate him, interact with him and reflect on his teaching. We spent each of us a week or two to prepare our lessons. It seems that he is showing contempt to our lessons to see him preparing in class in matters of minutes. '

'The discussions held, the peer teachings made, the comments and suggestions given on how reading can be taught using the communicative approach helped us to clear off the fear of teaching language as communication, as wind does against cloud...' .

'Daily counselling, whole heatedly advice of the researcher played the most significant and decisive role in changing the trainees behaviour . To site some 'simplicity is a sign of civilisation'. This advice encouraged us to focus on the essence of what we are doing why we are doing and not style. He advised us to be realistic, simple and honest, and to do the best as much as possible . He also advised us to sleep for eight hours to get mental rest which makes the mind more active and dynamic; to overcome causes of tension, fatigue, and unnecessary stress during examination. These points fascinated me and made me rearrange

and rethink of my life style. Thanks to the Lord, the advice he gave us goes with the word of God, *Humble thyself* or *Blessed are the meek for they shall inherit the earth* ' .

Taken from [08]'s Diary

'What kind of day ! In today's (03/03/92) discussion, I got a new thing which is unexpected. There was very good discussion on the teaching of pronunciation. We agreed that our students can learn pronunciation by listening to tape recorded dialogues, listening to English radio programmes. *But teachers can not make students near native speakers of the language* .

Today (05/03/92) I got a good understanding of language teaching and learning ... *teachers ask many questions from a single passage and this affects the quality of instruction'* .

'Teaching is a good profession if one knows how to teach . I found it to be enjoyable and interesting. I used to hate teaching without any satisfactory reason. In this practice, I tried to be a good teacher of English, but I feel that I am not yet as good as I would like to be ,.... I observed many weaknesses that I should correct in the future. This is my immediate concern .... Even if I have improved my fluency ..., I have problem with accuracy. I should do more practices to get experience in the accurate use of English'.

In my class I still tend to be the main source of communication. I should work to improve this in favour of student centred teaching. Organising group work can be of help'.

Taken from [05]'s Diary

'Language learning experience in high schools remained boring . In my opinion there was no special point that could distinguish a language class from others. This is because (a) listening activities were not included; (b) reading activities did not aim at helping students to develop communicative abilities; (d) there were no enough practice to develop speaking skills.

I learned that teachers must be able to develop their materials and techniques of language teaching .They should not completely depend on the book--ENE .

Teachers should discuss classroom problems among themselves . For example in the research class there was a controversial question on the teaching of vocabulary.... What can a teacher do when he encounters a word whose meaning can not be contextually guessed ? Some students said a dictionary can be used . Finally, we agreed that simple texts without technical terms should be used in the teaching of language, and a dictionary can be consulted to learn the meaning of any exceptional word.

In our group we agreed that every teacher's way of teaching can be discussed for further improvement and peer learning . We felt this can help us to find ways of teaching language skills that are not practised in the schools such as teaching listening skills and the like . In discussing the teaching of listening skills, for example, we considered the classroom problems in schools . We suggested the following could be of practical value in the teaching of listening skills : (a) giving lectures at a reasonable speed and preparing activities to check listening comprehension; (b) inviting other subject teachers or guests to give lectures; (c) looking for other ways of teaching listening skills; (d) training students to focus on main ideas of a listening text with the help of pre listening activities; (e) using normal accent with out bothering of native like accent; (f) encouraging students to explore their style of developing listening skills' .

'From the beginning of the project we all had some ideas and suggestions about our capability in teaching language as communication. In our various group and pair discussions as well as in our peer teachings we thought of teaching language use. Moreover , the advice given by the researcher was of great help. The most important part in this process was that *we were able to evaluate ourselves--our strong and weak points* . Teaching in a real classroom situation was a new experience to most of us. In this first experience, I was able to learn a lot by observing my presentation and those of my friends. *Observing my friends teaching performances helped me to understand my teaching better than ever*. It helped me to be ready to be a professional teacher. I was able to see the fruit of the project. *I am convinced that teaching is a profession that contributes a great deal to a country's development and the attainment of personal satisfaction'* .

Taken from [10]'s Diary

'Participating in discussions to express one's ideas and feelings facilitate the learning of English. The over emphasis on teaching language through the mastery of grammar rules did not help students to develop their English language. The research activities have convinced me that grammar can be learned by focusing on the ideas to be communicated. Fear of making language mistakes make students loose what they wanted to say to their audience. Among such learners I was one of them. I had the desire to speak English with my friends not only in class but also outside of class . But I could not because I was not prepared to do so in the high school . Now the research class has made me realise **that unless a person uses the language, he cannot develop it .**

I am now aware of the status of English. It is internationally used as a medium of communication by people in different countries . Because of this, each country is teaching English to its students . In my opinion, knowing English has two advantages: (1) many educated people use English and one can learn a lot to develop his knowledge by listening and speaking to such people; (2) events happening in the world are broadcasted in English; therefore, one can easily follow world events **through listening to radio programmes in English, watching TV, reading** books and news papers, etc.

By being able to speak the language one can overcome the feeling of embarrassment caused for not being able to do so. This can help us to

promote our intellectual and mental growth by expressing our ideas and feelings. We can be creative . All this ideas are coming to my mind because I am enjoying being a student of FlEn (Foreign Languages English). I am motivated to be so by the research class' .

'I have realised that a teacher should not try to cover everything in a book . He should be selective and emphasise points that he thinks to be of relevance to the class. Topics could be selected from outside the text book. For example, Tekeste used the topic *Smoking* to teach writing to grade nine students at Yekatit . I think this is a good selection, for students have a lot to say about smoking. Moreover, he gave them some ideas on the consequences of smoking on the health and economy of the smoker. This could contribute to their fluency in writing'.

'Students should be helped to guess at the meaning of words by using the context. Having this principle in mind I taught my lesson on vocabulary .... I gave students a text to be read silently. Students had to be put in groups and were given a copy for each group, for there were no enough copies to give to each of them'.

'Students were asked to guess at the meanings of the underlined words with the help of contextual clues .... The weakness of the lesson was the selected words were not up to the level of grade nine students. Moreover, I should have given some clues and explanation to students how to guess at the meanings of words from context. The diagram I drew was not clear. The diagram did not show the action of the lioness against the man .... But the lesson was able to generate good participation of students. This really initiated me to be a teacher of English.

Taken from [09]'s Diary

'In order to help students to develop writing abilities, the teacher can use different techniques : fill-in-the blank space (to compose short and long sentences demanding some thinking), locating the main ideas in paragraphs, writing paragraphs from notes taken, arranging jumbled sentences in logical order to form a paragraph. Our group discussed these techniques. There was a hot discussion on composing short and long sentences. We agreed that since students are exposed to different sentences in their reading passages, longer sentences can also be used. I was a firm believer that we should be limited to short sentences, since the level of English language ability of students is very low. But now I am convinced that exercises involving the construction of longer sentences should be included'.

'I have realised that a teacher dominated class does not only exhaust the students but also the teacher who as a result of this can be worn out in a few years of teaching. Let me tell you to what I have observed in one of my teachers this semester. The teacher uses the lecture method. He says different points within a short period of time. He speaks continuously jumping from one point to the other without clearly stating the first one. After sometime his face is covered with sweat, he sneezes and saliva

covers his mouth. He says, 'excuse me' and starts rubbing his face and mouth. I am not interested to evaluate or tell something bad about the teacher. But I am trying to show how this type of teaching exposes the teacher to show such behaviours. Diverting activities to students and taking deep breath, help a teacher to manage a class and conduct his lesson effectively . It gives the teacher time and energy to think and observe for alternative ways of teaching';

'I personally feel that many English teachers are not able to manage their classes properly. This could have been caused by lack of practical experience. The courses they take in the colleges are theoretical and lecture based. To my mind poverty and low pay are affecting the quality of teaching, too. *It is clear that it is the way we save money that makes us wealthy, but we have to get money to save'* .

Taken from [12]'s Diary

'It is my first time to write a diary for educational purpose. I am very glad to do so . We people learn different things within an hour or a day. This means our abilities, skills, attitude, knowledge change from time to time . Therefore it is good for every one to know who he is today in order to know how much he has learned in the course of time. It is also one way of developing one's abilities and skills in writing. I am not saying this for the sake of saying. Before this project, I used to hate anything about teaching and learning. I used to hate to be a teacher, particularly. Now I have understood what it means. I regret for developing negative attitude towards the profession. This is because I feel I have missed many things in the past. I am delighted for attending this programme because I am getting a deep understanding about teaching. I am really changing. In this day (23/1/92), I have understood many things: all related to teacher and students' activities ' .

'We had a group discussion as to what we should do to teach vocabulary to grade nine students.We discussed as to whether we should stick to the procedures suggested in the book or look for better ones to make the teaching of vocabulary effective and easy. We agreed that the procedure followed in ENE in the teaching of vocabulary is dictionary oriented and we suggested that we should look for procedures that encourage students to develop the ability to guess at the meanings of words with the help of contextual clues. Therefore we suggested that students must be given exercises that help them to get the meanings of words from context'.

Taken from [01]'s Diary

'It is very difficult to make one's presentation, mode of explanation, method of teaching as effective as one intends them to be. The peer teacher is a crude teacher ....Most of us complained that we were not able to do what we planned to implement . During the first presentation, I focused on conditional sentences. I prepared all the activities of my lesson. But, I was not able to control the class, made errors such as wrongly spelling words. I was frightened and lacked confidence. In fact I was not teaching what I wanted to teach. But I made my mind that I should try to improve in my future lesson ....

What I learned from the peer teaching I made are (1) that I have to be careful about the feeling of students, needs, interests when I plan my lesson; (2) I should also plan my activities in such away that much of the time can be used by learners; (3) only some key points have to be written on the blackboard....

From the peer teachings I observed, (1)I found out that although good command of the language is crucial; (2) I realised that one can also teach effectively interestingly even though his knowledge of the language he teaches is limited by (a) reducing the language of explanation on grammatical forms, (b) being friendly and open to students, (3) involving them in language using activities .

The responsibility of the language teacher is very great. A language teacher I believe should be imaginative and creative .... There may be many things that disappoint a teacher. But a teacher must be able to overcome bad feelings.

A problem of many Ethiopian teachers is lack of openness. They look to have fixed and preoccupied minds .... As a teacher I learned to (1) be open; (2) love my students --they should not be punished but should be advised ; they should not be rewarded for wrong acts, however; and (3) mistakes should be taken as normal learning activities '.

Taken from [03]'s Diary

I remember that it was on January 21, 1992 when I attended the research session along with my fellows...,I was not listening to a single word from all those discussed during that day. I was in my own dilemma . I was simply occupied by Mr. X's course [name replaced by X by the researcher]. I was detouring away from the main idea of the discussion . I found my self drastically drawn away from sensing good about English language. Still I can't tell the reason why I'm developing a negative attitude towards English language .... When I try to overcome the problem (not liking English), it becomes hard and strong in my mind, because I don't know the reason clearly why I hate to study English language. If you observed me carefully in our sessions, you would see me lacking good mood in every day meeting.

The real cause of my problem seems to be lack of confidence in my words and ideas whenever I use English. If you have observed me carefully, during my peer teaching I was not normal. Not only words slipped from my mind but I lost all the ideas I wanted to say.... Even though I am positive towards this research work, I'm not generally interested to study English language.

I have lost my great hope to study literature and the secrets of great artistic works since my second year second semester programme, especially the third year courses have drastically demoralised me. I found them to be nonsense. I was not interested in and attracted by my major courses 'Skills and Prose Fiction' because it did not satisfy my desire to know more about literature and literary works. It really killed my interest and felt emptiness. This sense of emptiness made me worry and think more about grade rather than knowledge.

When I think about what my grade will be, I became more disturbed and bitter, and really hate the subject. This affected my mind and made me

even not to study other courses properly. So I'm continuously developing a negative attitude towards the study of English language'.

'I really devoted myself to participate in this project not for the sake of the subject matter but to keep my word. I have once promised to take part.... I have always been sympathetic to this project which I decided to work voluntarily . Even if this is the case, I can't deny the knowledge I obtained from the project .

I used to dislike to study English language but not of course the profession of teaching. But from this project, I have learnt so many important things from the peer teaching practice, group discussions, and the class discussions held with the researcher. They helped me to develop positive internal feelings towards the method of teaching the subject and managing students in an easy way'.

Taken from [11]'s Diary

'There is no model teacher to be consciously imitated as far as teaching is concerned. A teacher should be himself in order to teach effectively . As a teacher, I am a model for myself. But this does not mean observing teachers is not helpful to improve one's teaching . One can learn a lot from the strong and weak points of a teacher observed. For example if I observe a teacher whose talk is too much in class, I can learn to refrain from doing so'.

6.3 Descriptions Using Fanselow's Categories (Examples)

This aspect was done in class verbally during triangulated reflection. Therefore, trainees did not produce written texts.

[02]'s Description of his lesson

I would like to describe my lesson using Fanselow's categories of classroom communication. I, the text and the pupils were the source of classroom communication. The text refers to the one I prepared no prescribed by experts. There was structuring. I prepared students for the **activities, distributed materials, and grouped students. There was** soliciting. I set task and activities . students conversed in pairs , groups and the whole class. Students responded to my solicits and I also reacted to their responses. I gave comments and praised students for doing activities. I used verbal language , visual language. I wrote the sounds like /o/, /t/, /s/ and words to demonstrate these sounds. I used non-linguistic aural such as clapping, noise, etc. I clapped to encourage students who performed well . I also used non linguistic visual such as sketches, diagrams. Students also laughed occasionally. At times **students did exercises silently (attending) . They were also talking about** the lesson content. I really enjoyed the lesson.

[08]'s description

> ... I was the source of classroom communication. This is because of the nature of the lesson I delivered: listening comprehension . Thus my lesson looked teacher centred. I also forgot to organise group work. I failed to do so partly because of time factor .

[10]'s description

> The classroom communication of my teaching had the following features: (a) students read silently the text ; (b) they talked about the content by explaining and interpreting phrases and words to get the meanings of the underlined words. The mediums used were verbal language (aural and visual), non linguistic visual (diagram) and a lot of paralinguistic such as gazing, eye contact, posture, and gesture. The contents of communication were *Life* --(a story) and *Procedure* (asking students to work in group etc.).

6.4 Lesson Plans and Activities (Teaching Practices made by Trainees at Yekatit Comprehensive Secondary School).

[01]'s Lesson Plan

Aim: Learning to write accurately .
Objective: Learning to put sentences' parts in grammatical order.
Time: 10 minutes
Class Activities
Grade: Nine

(1) A brief summary of the previous of the lesson.
Changing active to passive voice.

(2) Putting sentences in grammatical order. Students will do the exercises individually and then will discuss their answers in groups. This will be followed by brief explanation.

(a) he lives / John is / and / in London / a student.
(b) a house wife and / is/ his sister/ she is / secretary / a.
(c) at home now / is not / in Canada / his sister / she is.
(d) Thursday / in London / she was / on / in /
(e) On holiday / in France / John / he is / in London / is not. etc.

[02]'s Lesson Plan

Grade Nine
Time : 10 minutes
Aims : to differentiate and produce the English sounds /0/, /t/, and /s/
Presenting lesson activities :

(1) drawing background sketch of the story on blackboard;

(2) students read the text silently;
Aster: Hello, Solomon ; How are you?
Solomon: Hi, Aster, I'm fine thank you, and you?
Aster: I'm fine ; who's that girl?

Solomon: Oh! She's Kebede's girl .
Aster: Oh! My God! Is she? Where's she coming from?
Solomom: I think she is coming from the shop.
Aster: Yes, you're right. I think, I should go. Mamma will be waiting for me .
Solomon: Please Aster wait a little bit.
Aster: No, Why ?
Solomon: Sha + sh + sh + shall we be boy friend and girlfriend?
Aster: What! (turns her back being surprised).

(3) Using minimal pairs to ensure correct production of the sounds in focus.

A	B	C
thick	tick	sick
thin	tin	sin
think	tink	sink
thank	tank	sank

[03]'s Lesson Plan

Aim : Students can learn to listen to a lecture.
Objectives:

(a) recognise main points; (b) learn difficult words from context.

Lesson topic: Theodroes II

Class Activities:
(a) Lecturing with the help of reading notes.

The reading text:

" Kassa Hailu later to be called Emperor Theodros II was born inn 1820 ....."

(b) Listening and guided note taking

1. --Family background.....
2. -- Rise to power and success.....
3. --His objectives.....
4. -- causes of his failure.....

(c) Learn the meanings of words fro the context:
expedition, aspiration, unification, conflict, fortress,....

(d) Group discussion ---Was Theodroes a good leader?

[04]'s Lesson Plan

Aim : Learning to pronounce English sounds correctly.
Objective : To learn to distinguish and produce short and long vowels.

Class activities: Students will practice reading minimal pairs.
heal/hill ; bit/beat ; read/rid ; sit/seat ' keel/kill , etc.

Reading sentences: 1 . He usually sits on the back seat in a bus . 2. He did not sit a bit to listen to the beat of the music . 3. Read out to me from the text how to rid of malaria.

Reading minimal pairs to ensure accurate production of short and long vowel /i/:
leak/lick ; sick/ seek ; seal/ sill ; wheel/ will , etc.

[05]'s Lesson Plan

Aim: To learn the use of tense in English.
Objective : To learn to use the form 'going to' (future tense).
Grade: Nine
Topic: Shopping
Time: 10 minutes
Lesson Activities

(1) elicit sentences with the 'going to' form ;
(2) elicit sentences with the forms 'will', 'shall'.
(3) performing the following activities and eliciting in English.
(physical Response method).

Teacher: What am I going to do? (Teacher walking towards the door to shut it).
Students: You are going to shut the door. (expected answer).
Teacher: Am I going to open the door?
Students: No, You are going to shut the door.

(4) Read the following diagram. What do you think Almaz and Kebede are going to do? (Students will be working in groups to reflect on the diagram on shopping).

(5) Students will be given copies of the following text. They will play roles to act the dialogue.

Kebede: Where are you going Almaz?
Almaz: I'm going to visit the shop.
kebede: What are you going to buy from there?
Almaz: I'm going to buy some sugar and shop.
Kebede: I'm also going there to buy Christmas present.

(6) Complete the following sentence fragments.
where are .....going ? What ....you.....to ..... Are you ....buy some.....?

[07]'s lesson Plan

Aim : learn to listen
Objective : listening for details.
Class activities

(a) Reading the text (the teacher) . "Honey is sweet...." .
(b) Students listen and do the following activities in groups:

1. Matching : match the phrases in column 'A' with those in column 'B'.

Column 'A'	Column 'B'
---bee	(a) cold climate
---nectar	(b) box for bees to live in
---hive	(c) sweet liquid in flowers
---frost	(d) continuous dry weather
---drought	(e) an insect producing wax and honey

2 . Say 'true' or 'false'

(a) Honey is used for food only .
(b) The amount of honey got from one hive is constant from year to year.
(c) For high production of honey sufficient amount of rain and temperature are necessary.

3 .Answer the following questions according to the passage.
(a) What are the uses of honey?
(b) why does the amount of honey got from one hive vary from region to region?
(c)What are the factors that reduce the production of honey?

[08]'s Lesson Plan

Aims: Learning to listen to a lecture
Objectives:

(a) focusing on main points; (b) taking notes

Time: 10 minutes
Lesson Topic: weather forecast
Class Activities:

(a) pre-listening activities
1. What kind of weather condition do you like?
2. Do you want to be a weather man?
3. Could you tell the class some terms that weather men use?
(b) Reading the text (3 paragraphs, 21 lines long) on weather broadcast made on May 16, 1992 . (hypothetical date).
(c) post listening activities

Matching

Match those under 'A' with those in 'B'.

A	B
1..... chilly and cloudy	a. the rift valley region
2.....warm temperature	b. south-western and most parts of southern Ethiopia
3..... not any difference	c. northern and central Ethiopia in the midday
4..... ..hot	d. eastern parts of the country
5..... ..difference of weather condition	e. as the day start, northern and central Ethiopia

Filling a Chart

Fill in the following chart with appropriate information from the text you just listened to.

	As the day starts	Later
North and Central parts of Ethiopia		
Rift valley region		
South and south western parts of Ethiopia		
Eastern Ethiopia		

Paragraph Completion

Complete the following paragraph

In the .....and.....parts of Ethiopia, the day will start off chilly and cloudy. Beginning from the midday, northern and central parts of Ethiopia will have .....with long period of ....
..... In the eastern parts of the country, the day will have.....
weathe .

Home Work

Listen to the news on BBC. Then, report to the class.

[09]'s Lesson Plan

Aim: Listening for main points in a lecture
Objectives:

(a) learn to predict;
(b) listen to take notes;
(c) answer questions with the help of notes taken.

Topic: Where does our food come from?
Class activities:

(a) Pre listening elicits
(b) Teacher reading the text and students listening and taking notes
(£ paragraph text and 12 lines)
(c) Post listening activities:

Wh Questions

Answer the following questions from the text you just listened t .

1. What are the two sources of energy?
2. from which source do we get more energy?
3. What is the original source of our energy?
4. What is photosynthesis?

[11]'s Lesson Plan

Aim: Learn to organise notes
Objectives:

(a)learn to take notes;
(b) learn to discuss notes taken with friends;
(c) learn to use words;
(d) learn to write a paragraph.

Grade: Nine
Lesson Topic: smoking
Class Activities:

(a) Pre writing elicits on the topic smoking.
(b) Teacher lectures on smoking while students take notes.
(c) Organising notes.

Paragraph Writing

(1) Discuss the notes you took with your group members and make a final outline of notes. Then write a brief paragraph.

(2) Complete the following paragraph using the words given. Then, compare your paragraph with this one . Learn to use the sentence links underlined.

respect, spend , economic, cancer, considered, dangerous

Smoking is.....to health . It causes lung..... more people die from the disease .....Smoking also brings.....problems. For example, a smoker can.....at least 10% of his salary on buying cigarettes. Furthermore, many smokers are.....by the society as non useful members. For good health, for wise saving of money and for getting social.....you should not smoke.

APPENDIX VII

THE PRACTICUM: DESCRIPTIONS AND EVALUATIONS OF TRAINEES' TEACHING PRACTICE

Descriptions and evaluations of eighty video recorded teaching practices are made (69 peer and 11 real class teaching practices made by trainees at Yekatit Comp. Sec. School). Descriptions of two lessons given by practising teachers at Yekatit are also included. Peer teaching of each trainee was spaced from ten to fifteen days, except during the semester break that lasted for three weeks. In order to describe the process, brief descriptions and evaluations of the peer teaching practices are presented [Time of video recorded lesson is indicated in brackets in minutes ('), and seconds (") ; turn refers to elicits or nominations, or replies, or evaluations].

7.1 The First Peer Teaching

In the first peer teaching, trainees presented lessons on any topic they were interested in. Here are the descriptions and evaluations of the lessons presented.

Description [06]

[06] first peer teaching was on the use of demonstrative pronouns (8' and 25"). He introduced the topic, drew sketches of four people with different sizes and heights, wrote the pronouns 'this', 'that', 'these' and 'those' on blackboard and elicited responses from students and thirty turns were realised.

Evaluation [06]

[06] looked to have done a lot of effort to prepare his lesson. He drew sketches to show the use of demonstrative pronouns. But he was not able to make the features of distance and number of demonstrative pronouns clear. The diagrams he drew looked to be of less help. He tried to look cool although the emotional pressure he had was observable. The interactive part of his lesson gave him some relieve.

Description [11]

[11]'s first peer teaching was on the use of punctuation focusing on semicolon and colon (6' and 36"). He explained the use of semicolon between independent clauses with and without connectives. He wrote anything he said on the blackboard and spoke abruptly. In one instance, he pointed at one of his peers and said, 'You! What is the time now?' The student looked confused; then he read the time from his watch. He wrote the time, and explained the use of the colon to separate the hour from the minutes.

Evaluation [11]

In this peer teaching [11] looked frightened. He seemed to have lost his direction. His English remained complex through out the lesson.

Description [08]

[08]'s first peer teaching was on the superlative degree (7' and 31"). He structured his lesson, sketched the pictures on blackboard of three ladies with different ages, sizes and different amounts of money. Then he started explaining the use of the superlative degree. He looked to have difficulties in expressing himself. His language was complex. He spoke fast and his emotional stress became visible. The drawing on the blackboard took most of the time of the lesson.

Evaluation [08]

He was not in control of himself let alone to control the class. The interactive part of the lesson brought him finally to life. He needs to control his emotions and learn to speak clearly.

Description [02]

His peer teaching was on teaching vocabulary using the dialogue method (6' and 34"). He structured his lesson, used a self created dialogue between a customer and shop keeper, wrote the words and elicited how they are pronounced ('curious', 'uncommon', and 'plan'), used 'repeat after me' technique on group, chorus and individual bases. Then, he explained the meanings of the words and asked his peers to put them in sentences, elicited and 28 turns were realised.

Evaluation

[02]'s lesson was haphazard. He tried to cover so many skills in such a short time: his lesson moved from telling a story to the teaching of words that were not included in the story; from using drills to that of free sentence composition. He lectured most of the time giving little opportunity for student talk. The management was more reactive and less analytic. In his unprepared lesson he found the interactive part interesting and focused on that and 28 turns were realised. He spoke fast, and the body movement was exaggerated. He needs to carefully think of what he should teach and also minimise teacher talk.

Description [01]

[01]'s first peer teaching was on conditional sentences (7' and 5"). She explained the three types of conditionals, trying to hide her face from her friends: looked most of the time at the table where she put and read her notes from, shy and frightened, did not move (remained stationed in front of students), made silly spelling mistakes (spelled 'pass' as 'pas'), spoke through out (lectured on conditional sentences).

Evaluation [01]

[01] spoke clearly and her voice was audible. But she was not able to manage class. She tried to avoid eye contact and looked frightened. She needs to overcome stage fear and learn to work with students by reducing lecturing.

Description [04]

[04]'s peer teaching was on 'interrogatives' (11' and 23"). He started the lesson by making reference to the words [02] taught (curious, uncommon, and plan); wrote new vocabulary items--'plan', 'fly', 'work' and 'sound'; divided students into three groups and named them as 'lion', 'tiger' and 'walia'; explained the meanings of the words; instructed students to put them in sentences and work in groups; elicited by nominating leaders to read the sentences of their respective groups and 9 turns were realised. After all these activities, he proceeded to the lesson of the day on 'interrogatives'; explained the grammatical pattern of constructing interrogatives;

solicited for interrogative sentences from students, and explained them in terms of their grammatical structures, elicited and nine turns were realised. But, he seemed to have realised that the sentences that students gave disproved his initial formula of constructing interrogative sentences. He looked less confident and retreated from the teaching of interrogatives through grammatical analysis.

Evaluation[04]

At the beginning [04] looked confident of his English. He took a lot of his time to illuminate a lesson that was given by [02]. Both of them are confident of their English and have good academic records. The behaviour observed could imply the existence of competition and conflict among high achievers. He introduced techniques that his group members did not try -- use of group work and distribution of work papers. But his over confidence to teach assertively about the grammatical structures of interrogative sentences ended in retreat. He was observed showing stress and panic; wrote unnecessarily every sentence uttered by the class on blackboard. He needs to focus on specific points and control his classroom language.

Description [09]

[09]'s peer teaching was on 'plural formation'. He opened the lesson indirectly by eliciting for the number and sex of students attending the class. Then, he wrote his lesson topic on the blackboard, gave a brief explanation, discussed the rules used to form noun plurals by giving some examples, elicited responses, wrote every response given on blackboard, and nine turns were realised. He, however, panicked when he failed to spell the word 'handkerchief'.

Evaluation [09]

This peer teaching manifested a behaviour that is of significance to the promotion of effective teaching. He opened the lesson by being indirect and informal. He seems to have learned from the peer teachings he observed and reflected upon about the need to bring learners to the mood of learning by being friendly. This behaviour has been long noticed by teacher trainers and researchers in relation to successful teachers in terms of positive feelings, friendly attitude and recognition. He asked, ' What is the

number of students in the class?' One student said jokingly, 'thirty'. He continued to ask, 'How many girls and boys?' Another one said ' Six girls and twenty four boys'. The students laughed so also he. This was followed by a brief summary of a hypothetical lesson assumed to have been given previously by the teacher: 'In our last lesson we discussed...'. This teaching behaviour helps students to see the continuity of the lesson thereby lowering students' anxiety.

Description [12]

[12]'s first peer teaching was on Pronouns and their functions (6' and 0"). She started the lesson by making reference to the previous lesson, explained the function of a pronoun by using grammatical analysis of one sentence she wrote on the blackboard. Her English was limited. She seemed lacking the confidence to speak in front of people, revealing stress and anxiety. She spoke fast. She looked either towards the blackboard or the table from where she read notes.

Evaluation [12]

This peer teaching revealed one interesting thing. Trainees undergoing trauma tend to speak too much, too fast, and too complicated to follow. She needs to overcome fear and try to keep eye contact with students. Her English needs considerable improvement.

Description [14]

[14]'s first teaching was on listening comprehension (11' and 3"). He structured, explained the procedures to be followed, introduced the text on Alfred Nobel, elicited what students know about Alfred Nobel and what the story could be about, gave clues that the passage would be about the award called Noble Prize. He repeated the procedures he structured at the beginning, read the text twice, and repeated instructions as to what students should do, elicited and twenty turns were realised.

Evaluation [14]

The pre listening eliciting in this peer teaching is significant. Although it came in the middle of the lesson, it promoted free talking. This practice revealed an interesting behaviour of learners. Language use in class seems to be facilitated when learners are

helped by giving clues to reflect freely and hypothetically on topics, provided the correctness of the content of the answers they give does not bother them. This technique of language teaching was observed arousing students' curiosity to know and to think. This practice can reflect a teacher's ability to maintain the mood of learning. The candidate did not use group work and his lesson ended abruptly. However, he did now show any visible confusion and stress. It was observed that the reflections on the peer teachings performed continued to stabilise the behaviour of trainees who were awaiting to do peer teaching. As the observations and reflections increased those who did not do their peer teachings were observed learning and building self confidence, too. [14] was trying to balance between content of the lesson and procedures of teaching, but his repetitive structuring was undesirable. The interactive part of his teaching remained teacher centred.

Description [13]

[13]'s first peer teaching was on reading comprehension (8' and 19"). She started by greeting students, then passed a reading text to be done in groups; asked students to read sections of the text turn by turn, and finally, she read the whole text aloud, elicited responses to the tasks set and 23 turns were realised. She concluded by summarising the main points of the lesson.

Evaluation [13]

The trainee looked enthusiastic to teach and has a very good command of English. She did not show visible distress or anxiety to teach. Her peer teaching revealed interesting practices of teachers. Greeting students warmly before starting the lesson was observed to be a desirable behaviour of teachers. This is because it is friendly enough to lower learner's anxiety for survival. Summarising points covered in the lesson was also observed to be another desirable teaching behaviour. This is because it reactivates the memory of the points learned. However, her peer teaching revealed mistaken conception of teaching reading comprehension which seems to be prevalent in all trainees. Reading aloud is normally taken as reading for comprehension. Although the reader may comprehend what he/she reads aloud, it is not efficient. The

problem becomes serious when learners develop a belief or attitude that they should read aloud in order to comprehend something. This problem is observed in a number of readers who are seen mouthing words, even though they may not be heard producing sound.

Description [03]

[03]'s first peer teaching was on paragraph writing (9' and 5"). He wrote a paragraph on the blackboard. Then he greeted students, introduced the lesson, made a reference to the previous lesson, explained features of a paragraph: unity, proximity, priority, emphasis. The peer teacher opened the lesson by straight writing a paragraph on a blackboard and his peers were observed showing bewilderment. He looked nervous and spoke rapidly with a heavy accent. His elicits were repetitive although 40 turns were realised.

Evaluation [03]

His peer teaching reflected an interesting observation. Starting a lesson by writing lesson notes or tasks on the blackboard was observed to be not a desirable teaching behaviour. It lowers learners desire to learn. This peer teaching could raise the question of how interactive and effective is the traditional type of interactive teaching? Considering the categories used in the Sinclair Coulthard system of interactive analysis, [03] was able to generate many turns to make his teaching interactive with illocutionary moves and exchanges. But the quality of his teaching was low which he personally reflected in his diary. This observation makes understanding the quality of interactive teaching to be a matter of necessity in teacher training.

Description [05]

[05]'s first peer teaching was on vocabulary (5' and 52"). He cleaned the blackboard, greeted students, introduced lesson, wrote words on the blackboard (flock', 'beet', and 'notice'), elicited meanings, and twenty five turns were realised. But it was difficult to follow what he was saying. He was showing fear and anxiety and his voice was extremely weak. During post teaching reflections, he was surprised that he could not understand, even hear what he was talking about.

Evaluation [05]

The candidate needs to speak reasonably loud and clear. He should overcome fear. His peer teaching proved that the use of video play back of recorded teaching practice is an effective device to give feed back and break defensive barriers in trainees.

Description [10]

[10]'s first peer teaching was on listening comprehension (10' and 32"). He summarised previous lesson, explained the procedures to be followed, stated the title of the listening passage, read the text slowly, elicited to check comprehension and twenty turns were realised. His reading of the text was to slow and it sounded reading word by word.

Evaluation [10]

Although, he showed stress and fear, they were not that much marked. His elicits were fairly distributed. His reading of the text, however, was too slow and too artificial that students were observed showing some indifference to the lesson. It was observed that slow reading of a listening text to the extent of word by word discourages comprehension.

Description [07]

[07]'s first peer teaching was on 'irregular verbs' (6' and 47"). He wrote 'say', 'grow' and 'drink', elicited their past forms, read a text slowly and elicited the meanings of some words used, gave fill in the blank space exercises, elicited and all in all twenty nine turns were realised. His command of English language was not adequate. He looked shy and lacking confidence. In fact he was not able to pronounce certain words with some degree of intelligibility.

Evaluation [07]

Although [07] reflected lack of confidence in his teaching, he looked to have benefited from the previous peer teaching made by his friends. He was able to teach despite his limited command of the language by focusing on procedures of teaching. He minimised language of explanation and focused on interaction. Bur [07] needs to improve his English very much.

7.2 The Second Peer Teaching

Description [11]

The second peer teaching was on vocabulary and the lesson topic was *'Preparing local beer'* (3' and 10"). He passed the reading text and students looked reading the text with interest. Then he wrote some words used in the text, explained their meanings, elicited to check learning and six turns were realised.

Evaluation [11]

His selection and use of a topic of interest reflect his growing awareness of effective teaching. He also tried to balance between lesson content and procedures of teaching. Unlike his first teaching, he was observed promoting student participation. But, he has not overcome shyness, yet.

Description [14]

[14]'s second peer teaching was on vocabulary with a lesson topic *'How to make a delicious juice'* (5' and 15"). He wrote words to be learned-- 'desire', 'squeeze' and 'raw', passed a text on juice making, asked students to fill the words in the blank spaces of the text, elicited, then asked students to compose one sentence for each word, elicited and all in all, twenty turns were realised.

Evaluation [14]

He was observed improving in lesson management, selection of lesson topic, minimising lesson structuring (his first peer teaching was full of repetitive structuring), integrating vocabulary learning with reading and writing through the technique of recycling.

Description [08]

[08] selected a lesson topic *'Using the dictionary'* for the teaching of vocabulary (2' and 40"). He read a text on the use of the dictionary, wrote words to be used in the blank spaces, elicited and nine turns were realised.

Evaluation [08]

[08]'s selection of lesson topic and contextualization of the teaching of vocabulary showed his developing awareness of effective teaching. He did not explain

the meanings of the words he wrote on the blackboard; rather he wanted students to learn them from the context. Unlike the first peer teaching, he learned how to manage himself and use classroom language clear and easy enough to follow, too.

Description [05]

[05]'s second peer teaching was on vocabulary, used a lesson topic 'Louis Braille' (7' and 5"). He passed a text, dictated some words to be filled in the blank spaces of the text, organised group work, elicited, and nine turns were realised . Then, he read the completed text giving a short explanation on Louis Braille.

Evaluation [05]

He looked comfortable, controlled his class, organised group work and promoted group competition, was able to treat fairly both lesson content and procedures of teaching; his voice unlike his first peer teaching was clear and easy to hear and the lesson was well prepared--it was contextualized and the topic was interesting.

Description [10]

[10]'s second peer teaching was on vocabulary (5' and 50"). He used a piece of text, asked students to work out the meanings of selected words from the context, elicited responses and twelve turns were realised.

Evaluation [10]

He looked relaxed and confident, started lesson jokingly distributed elicits and focused on procedures of teaching. Although the lesson remained teacher centred, he was observed strengthening the practice of promoting supportive affective behaviour of teaching.

Description [03]

[03]'s lesson (7' and 3") started by giving a series of advises and support to the students telling them that the lesson was easy and would be enjoyable, then read a text, elicited the meanings of selected words from the reading text, and eighteen turns were realised.

Evaluation [03]

[03] remained nervous through out his lesson and his voice was not clear. He needs to learn to speak clearly and focus on specific activities.

Description [09]

[09] (5' and 36") started his lesson by asking students the name of the season they were in, explained the activities done in different seasons, structured the lesson of the day, distributed a text on '*Harvesting season*', wrote words on blackboard--harvesting, ripe, adequate, desirable , asked students to use them in the blank spaces, elicited and fifteen turns were realised.

Evaluation [09]

[09] has improved particularly in lesson structuring and eliciting. His English was clear enough to follow. But his teaching remained teacher focused. He needs to learn how to promote participatory teaching.

Description [06]

[06] (6' and 5") organised group work, distributed tasks written on pieces of paper, moved around and checked activities of students, then elicited and fifteen turns were realised. He asked students to fill in the words they learned in the blank spaces of a reading text and also to put them in complete sentences.

Evaluation [06]

He was observed integrating vocabulary with writing. He has learned to vary class activities to make his lesson participatory and student focused.

Description [02]

[02] (7' and 36"), wrote a self created dialogue between Abebe and Alemu, and the words 'fine', 'thanks', 'see', 'coming', 'going' and 'where' to be filled in to complete the dialogue, elicited responses, and six turns were realised. Then, he asked students to practice the dialogue in pairs using role play.

Evaluation [02]

His lesson was contextualized but it was not well thought of, for the selection of vocabulary items was not appropriate. They were either grammatical forms or

responses given in conversation, and have nothing to do as items of vocabulary teaching. He was over confident and his teaching style remained teacher focused. This peer teaching revealed that overconfidence or self complacence results in obscuring lesson aims and purposes, making lesson sequence and delivery unpredictable, and selecting and using poor and incoherent lesson activities, thereby reducing teaching to that of unreasoned and arbitrary practice.

Description [04]

[04] (5' and 5") presented vocabulary items from a reading text, asked students to work in groups and learn the meaning of the words from the context, elicited and twelve turns were realised.

Evaluation [04]

He has improved-- contextualized vocabulary teaching, learned to make lesson specific, distribute elicits and focus on procedures of teaching.

Description [01]

[01] (6' and 50") summarised points of the previous lesson, introduced the lesson topic 'Soap making', explained the purpose, structured and passed pieces of paper containing tasks to be done, wrote the words to be learned : 'adequate', 'distribute', 'impurities', 'residue', and 'crystal'; asked students to guess at their meanings from context and then to fill them in the blank places of another text, elicited and twenty two turns were realised.

Evaluation [01]

She has shown positive changes. She learned to control class by facing towards the class most of the time, gave clear explanation, distributed elicits, structured lesson activities, organised class activities, and managed class interaction .

Description [07]

He (2' and 55") started by immediately passing a work sheet, asked students to form groups and do the tasks, invited for any clarification needed, then elicited and nine turns were observed.

Evaluation [07]

This time he was able to control the class. He was facing towards the class, looked relaxed, organised group work, focused on a specific activity and gave direct instructions. He has learned to overcome language inadequacy by focusing on procedures of teaching particularly group work. His lesson became 'student centred' and his talk was minimal. But his immediate focus on the tasks set without doing introductory remarks demonstrated that *lack of satisfactory command of the language seriously hampers teacher's flexibility* . For [07]group work became a safe gate to the teaching of English.

Description [13]

She started by summarising the previous lesson on vocabulary, passed a text with learning tasks on vocabulary to be done in groups, elicited and fifteen turns were realised .

Evaluation [13]

Her good ability in English has enabled her to teach flexibly particularly in initiating her lesson comfortably. She has learned to minimise teacher talk, increase student participation, and focus on procedures of teaching. She gave clear instructions, organised group work, managed class interaction, distributed elicits.

7.3 The Third Peer Teaching

The third peer teaching practices were all on the teaching of listening comprehension. Trainees were observed consolidating their skills of teaching by focusing on procedures and techniques. The descriptions and evaluations of the peer teaching on listening comprehension below demonstrate the process.

Description [02]

He (8' and 28") summarised the previous lesson, cleaned the blackboard, wrote the lesson topic-- 'Getting up', structured, elicited on the topic and spoke on the sequences followed while 'getting up' from the bedroom up to breakfast, read the text

twice, organised students in groups to do the tasks set and the class became noisy, elicited responses and nine turns were observed.

Evaluation [02]

Unlike his previous teaching, he learned to organise group work and give work sheet. His pre listening elicits were clearly stated. His post listening elicits were fairly distributed.

Description [11]

[11] wrote the lesson topic on the blackboard, explained the purpose, structured, read the text twice, students listened some of them taking notes, elicited comprehension questions and thirteen turns were realised (7' and 24") .

Evaluation [11]

This peer teaching was complex, the comprehension questions were difficult to answer from the text he read. They demanded extra background knowledge. The trainee had to make more efforts to be understood by students. The lesson became more complicated. He, however, learned to manage a class under confusion. He faced towards the class and did not panic even though he was aware that the lesson was a disaster and students looked as if they were in a state of bewilderment.

Trainees reflected that although they were not able to see the points of the lesson, the effort made by the peer teacher was appreciable. They did not loose confidence in the candidate's ability as a teacher.

Description [09]

He (5' and 10") started his lesson smiling, and then summarised the previous lesson, structured, wrote lesson topic on the blackboard '***How our food gets spoiled***', read the comprehension questions followed by reading the text, elicited and twelve turns were realised.

Evaluation [11]

He started calmly and comfortably reflecting confidence to teach. His reading of the comprehension questions, before reading the text signalled his attempt to try a different approach. For him the lesson was partly exploratory. He was able to make the purpose

of his lesson clear, distribute elicits, give advisory remarks and conclude his lesson smoothly.

Description [05]

He (8' and 50") cleaned the blackboard, greeted students, wrote the lesson topic '*Holiday*', elicited from students what people do on holidays, structured , read the text on holiday twice (first with slow and then normal speed), elicited and checked comprehension and twenty one turns were realised .

Evaluation [05]

He was observed experimenting new ways of teaching. He started his lesson creatively. He was indirect, chose a topic of interest, elicited what students know about holidays. The reading of the text twice, first with slightly slow and then with somewhat normal speed shows his growing awareness of pedagogy and authenticity --preparing students to listen and then to be able to do so at normal speed. The elicits were fairly distributed and the voice was clear and audible.

Description [06]

He (5' and 3") summarised the previous lesson, explained the steps that students should follow during listening activities (working out the main points), structured, wrote lesson topic on the blackboard '*An accident*', elicited what students know about accident and what information they expect to get from the text, read the text at normal speed, elicited and checked comprehension, and fifteen turns were realised.

Evaluation [06]

He presented his lesson clearly and focused on procedures of teaching listening comprehension. He was observed experimenting with techniques of teaching listening skills.

Description [03]

[03] greeted students, cleaned the blackboard, introduced the lesson, remarked that it would be very interesting, wrote the lesson topic, ' My letter', elicited from students what the topic will be on, structured, read the text, smiled, structured, elicited to check comprehension and twenty one turns were realised.

Evaluation [03]

He focused on procedures and techniques of teaching listening comprehension and was able to manage the activities he set. Although he was observed to be calming, he showed considerable stress and anxiety.

Description [13]

[13] structured her lesson, elicited on why students go to school and what she was doing, wrote lesson topic, 'Education', instructed students to listen and take notes, lectured on education, structured and elicited student responses to the comprehension questions she wrote on blackboard, and fifteen turns were realised (7' and 43").

Evaluation [13]

The lesson was very organised and she presented it with ease and confidence. She was experimenting whether she could teach listening comprehension to help students to follow lectures. She was indirect in initiating the lesson. The lecture was clear and looked authentic. The writing of the comprehension questions before lecturing on education helped learners to be able to focus on the main points of the lecture. The elicits she made were fairly distributed, and students actively participated. However, the lesson still showed excess teacher talk. What seems striking in this peer teaching is that when trainees try to experiment with a new technique or idea of teaching a particular skill or aspect of language, teacher talk tends to increase and the lesson looks teacher dominated. It seems that this process is natural and consequently appropriate. It does not indicate regression or resort to unwanted tradition, but a strategy observed to be necessary to make a new practice accepted.

Description [08]

He cleaned the blackboard, greeted the students, elicited the date of the day, summarised the previous lesson, introduced the lesson topic 'Smile', elicited what students understand by the term 'smile', (defined it by acting--smiling). Then, he structured, read the text on 'smile', asked for clarification, read the text again, elicited and checked comprehension, and fifteen turns were realised (12' and 19").

Evaluation [08]

He looked at ease, controlled class, and distributed elicits. He focused on procedures of teaching--made clear structuring of lesson activities, invited students' reaction, managed lesson activities. However, he was observed showing difficulties in expressing his intentions in simple language and at times showed anxiety. This made his explanation long and unnecessarily complicated. Like [03] he looked in the process of recovery.

Description [10]

He (10' and 10") started by structuring the activity to be done, drew a sketch of an insect on blackboard, asked students to guess and identify the insect sketched, admitted that he was not good at it, identified to be a bee, described bee as the most useful insect . Then , he structured the activity that followed, read the text aloud , wrote difficult words on blackboard, elicited their meanings, organised students in pairs to do the tasks set, elicited responses on the comprehension questions, and twenty seven turns were realised.

Evaluation [10]

He was observed experimenting with new techniques--starting a lesson by drawing a strange insect initiated students' curiosity to learn; the attempt to integrate vocabulary and listening was creative; the admittance of his limitation in sketching indicates openness and self confidence. He was able to focus on procedures of teaching: lesson structuring, distribution of elicits and management of pre listening activities were done satisfactorily, and the use of pair work was appropriate. Gashaw was observed exploring effective teaching. This peer teaching revealed a behaviour in trainees that needs focusing: admittance of one's limitation by a trainee is a sign of a growing confidence in the ability to teach.

Description [07]

He (3' and 55") wrote the lesson topic on the blackboard, 'Addis Ababa', structured the activity that followed, read a short text on Addis Ababa twice, elicited student responses to check comprehension, and eighteen turns were realised.

Evaluation [07]

He has improved in the management of class interaction. However, his limited English has made him to be more direct, less flexible and tensioned in giving instruction; did not do pre listening activities and his peer teaching was very short, and has been observed focusing on management of class. This peer teaching revealed that lack of confidence in the command of the language that a trainee teaches blocks him/her from trying new techniques. It confines him/her to the use of few techniques that he/she is comfortable with. The disadvantage is that the lesson lacks variation and at times appropriateness and tends to be boring after a while. [07] had to give a very short peer lesson because he had to move as fast as possible to use group work which he was able to use with facility.

Description [04]

He (6' and 25") greeted students, reviewed the previous lesson, wrote the lesson topic on blackboard, 'Divorce', elicited what students understand by the term 'divorce' and about the frequency and consequences of divorce, structured and read the text on 'The problems of divorce' twice, elicited responses to the comprehension tasks set, and twelve turns were realised.

Evaluation [04]

He looked teaching happily, focused on procedures of teaching--selected interesting topic, structured lesson activities clearly, did pre listening activities, wrote important points on blackboard, managed class activities, distributed elicits, and focused on limited lesson activities. This peer teaching revealed that a trainee can learn to explore the specific skill that should be covered in a given time through practical experience and reflection rather than through instruction, thereby making it part of his/her teaching repertoire.

7.4 The Fourth Peer Teaching

In the second and third peer teachings described for all the trainees except [03]who did not do peer teaching on listening (she was absent), almost all the trainees were able to calm down and do their lessons showing improvement. Some of them were also observed experimenting new techniques of teaching. In the fourth peer teaching practice three features are distinctively observed; consolidation, complacence, and exploration or experimentation.

Description [02]

He (12' and 4") elicited what students remembered about the previous lesson, structured, cleaned the blackboard, wrote the lesson topic 'Easter'. He wrote a text, about a paragraph, on the blackboard, read it aloud, invited any volunteer to read it, thanked the students who volunteered, elicited and checked comprehension, and eighteen turns were observed.

Evaluation [02]

He looked overconfident and consequently superficial. Writing the text on the blackboard was undesirable and time wasting. The reading of the text aloud by him and by a volunteer student was not necessary in a reading comprehension lesson. He explained that his teaching style was influenced by the training he had at KCTE and realised that he should be able to improve some of the teaching behaviours he felt were not effective enough to promote learning. He looked like an actor dramatising rather than a teacher teaching in the classroom.. He was observed answering all the questions raised instead of redirecting some of them to the class. He started the lesson looking complacent, but the trainees were subtle in their questions to initiate some anxiety.

Description [08]

He (9' and 53") greeted students, revised the previous lesson, structured, passed work sheet, explained the purpose, wrote the lesson topic ' Hospital', elicited pre reading activities, and six turns were realised.

Evaluation [08]

He tried to motivate students by remarking that they would be getting interesting information from the text. Students read silently while he wrote the comprehension questions on the blackboard, then he read the text aloud, elicited, checked comprehension, and twelve turns were realised in post reading.

Evaluation [08]

He showed improvement: the text was appropriately selected and was of interest to students; made pre reading elicits; tried to motivate students to keep on learning; asked students to read the text silently, checked comprehension, and distributed elicits. He read the text aloud to (1) check difficulties of reading his hand-written text; (2) integrate the skills of reading aloud with reading for comprehension. This peer teaching revealed that a trainee can make a leap in the ability to teach if he/she is helped to see its strong and weak points and encouraged to overcome the barriers by facing and challenging them. [08] was aware that his language deficiency was a cause for his anxiety, but looked to have realised that it should be something he should learn to overcome gradually and need not worry about it. He was observed consolidating the procedures and techniques of teaching he realised in the practicum and also trying to experiment and explore a new technique--the integration of comprehension through silent reading and the skill of reading a text aloud. His English showed improvement--the instructions and explanations he gave were clear enough to be understood.

Description [04]

He (7' and 25") greeted students, structured the lesson, wrote lesson topic, 'Passing Holidays', passed work sheet, organised group work, instructed students to read silently and to try to learn the meanings of unfamiliar words from context, elicited and checked comprehension and fifteen turns were realised.

Evaluation [04]

He started his lesson happily, focused on procedures of teaching--gave pre reading activities, prepared work sheet, organised group work, managed silent reading, advised students to keep the mood of learning, checked comprehension, distributed

elicits, minimised teacher talk. He was observed 'editing' his language. The mental 'editing' of what to say was observed going parallel with the trainee's ability to vary student activities, thereby promoting genuine student focused language teaching.

Description [11]

He (5' and 14") introduced the lesson topic, 'Slavery in Africa', made pre reading activities by asking what students know about slavery, wrote the text on slavery on blackboard, asked a student to read the text aloud, underlined some words, then elicited and checked comprehension and use of some vocabulary items taken from the text, and twelve turns were realised.

Evaluation [11]

He has improved--spoke relatively clearer, looked comfortable, organised several activities and was able to manage them (wh questions, true/false, fill-in -the blank space). However, the writing of the text on blackboard was not desirable. The purpose of reading the text aloud without doing silent reading was not clear.

Description [10]]

He (7' and 45") introduced the lesson, wrote the lesson topic, 'The behaviour and colouring of dogs' , elicited student knowledge on the subject, wrote the text on the blackboard, asked students to read silently and this was followed by a student reading the text aloud, elicited, checked comprehension and twenty one turns were realised; and finally he advised students to read books.

Evaluation [10]

He was observed improving, managed pre reading activities, organised varieties of tasks, distributed elicits, controlled class and gave clear instructions. However, the writing of the reading text on blackboard was undesirable.

Description [09]

He (5' and 58") greeted students, structured, wrote lesson topic, 'Kinds of animals by feeding habits', elicited on what students know about the topic, wrote the paragraph long text on blackboard, asked for a volunteer to read it, then asked students

to read the text and do the tasks, elicited and checked comprehension and twenty one turns were realised.

Evaluation [09]

He started the lesson looking very confident, spoke calmly and was in control of class. He focused on procedures of teaching--structured lesson activities clearly, made pre reading activities, used varieties of tasks: wh questions, multiple choice, and true/false. However, like his group members, he wrote the reading text on blackboard. But, he was able to focus on silent reading which he realised from the reflections given on the previous two peer teaching made by his friends.

The peer teaching of the sub group composed of [11], [09] and [10] brought some behaviours of trainees to the fore front. The members of the group were observed promoting shared teaching style reflecting how much the group discussion worked. And it seems to have gone beyond the class in that the trainees were able to discuss what and how to teach not only in the class but also out of it . The class work was able to project itself in trainees activities outside of the class.

Nevertheless, the group was observed sharing similar weakness. The members looked very complacent and wrote the reading texts they prepared on blackboard. They reflected that they were pressed by course work. This implies that they were complacent that they could manage the tasks of the training they were undergoing easily without exerting enough effort . Even though they were pressed by assignments of the regular courses, they were not excused from being criticised.

Description [05]

He (8' and 41") introduced his lesson topic, 'Wild animals', elicited students' knowledge about the topic and why people are interested in wild animals, structured, passed the text on wild animals, organised group work and instructed students to read silently, cleaned the blackboard, and wrote words and phrases under two columns for a matching task. After checking that every student was through the reading, he elicited and checked comprehension and thirty turns were realised.

Evaluation [05]

He opened his lesson happily. He focused on procedures of teaching which he successfully managed --selected a topic of interest to students, did pre reading activities, prepared a work sheet, organised group work, distributed elicits, encouraged student participation. He was observed experimenting in the use of extended interaction by using tasks having different possible answers and by nominating different students for the same elicit, giving hints, treating errors and suggesting alternative answers. By doing this, he was able to generate many turns. In this peer teaching it was observed that when a trainee develops self confidence and interest to teach, he/she can use elicits that need extended follow up such the soliciting for different answers for the same elicit, giving explanations and amplifications, treating error by redirecting it (giving hints or inviting other students) or repeating the correct version of the response. [05] was observed doing all these in the interactive part of the lesson.

Description [03]

He (11' and 3") greeted students, wrote the lesson topic, 'One day' on the blackboard, elicited what students think the story would be about, read the text aloud, checked comprehension by using multiple question and fill-in the blank space and twenty seven turns were observed.

Evaluation [03]

He looked not to have prepared the lesson before hand, he rather gave an impromptu lesson, triggering strong resentment from his peers. In fact, students said that he prepared the lesson while the other peer teachings were being conducted. [03] looked shocked when he realised how serious his peers were. His teaching became a good example for trainees to see the problem of coming to teach unprepared and how students feel about it. Although he felt that he was giving a lesson on reading comprehension, it was on listening comprehension and some students criticised him for failing to recognise the difference between teaching listening and reading comprehension. His follow ups were full of appreciation and exaggerated positive evaluation (excellent, very good, wonderful) ; he did not look genuine.

Description [01]

She (7' and 50") structured the lesson, instructed students what to do, passed pieces of papers containing a dialogue, organised students into small groups, asked two students to perform the dialogue through role playing, invited another two students to play the dialogue, wrote comprehension questions on blackboard, then, read the dialogue aloud, elicited, checked comprehension and twenty one turns were realised.

Evaluation [01]

She looked well prepared, presented the lesson clearly and happily. She was observed focusing on procedures of teaching-- selected a text that helped her to integrate reading, speaking, and vocabulary, structured lesson activities clearly, managed class activities, distributed elicits, and concluded smoothly. She was observed consolidating the teaching skills she realised in the practicum and experimenting new ones--the integration of speaking, reading and vocabulary.

Description [07]

He (4' and 10") invited students to raise questions about the previous lesson, passed a reading text, organised students in groups, read the text, a description of a school, aloud, asked students to read the text silently and do the tasks in groups, checked comprehension and fifteen turns were realised.

Evaluation [07]

He was observed improving: gave clear instructions, prepared a work sheet, organised group work, and distributed elicits. Integrating comprehension with the skill of reading aloud was experimental for [07], although this has been practised in the previous peer teaching made by other students. In the previous peer teaching practices he was observed avoiding trying new techniques of teaching and it took him a lot to break this attitude. He was safe using group work. This time he was able to give individual attention and trying to implement that his friends were able to do.

Description [06]

He (7' and 19") opened the lesson by referring to the points raised in the previous lesson. Then, he introduced the lesson topic, 'The Characteristics of a Story',

elicited students' knowledge on the topic, indicated the source materials for finding stories and what students need to do whenever they read stories, passed pieces of paper containing a story to be read, asked students to read silently while he was writing the tasks to be done on the blackboard, elicited, checked comprehension and twenty one turns were realised.

Evaluation [06]

He happily started teaching and smoothly introduced the lesson topic. He elicited pre reading activities, advised students on what to do when reading a story, organised group work, utilised time efficiently, highlighted important points, distributed elicits and checked comprehension. He indicated the source materials where stories are found for further reading and advised what students should do when reading them. This peer teaching revealed that as trainees develop self confidence and interest in the profession, they extend not only their competencies to teach the language by using varieties of techniques and procedures as well as using appropriate tasks, but also as advisors thereby increasing the human element of the teaching and learning process. [06] has started exploring additional roles of the teacher, which he has included as part of his teaching repertoire, and smoothly performed in harmony with the lesson presented.

7.5 The Fifth Peer Teaching

As peer teaching increased, most trainees were observed attempting to increase the repertoire of their teaching skills. They showed an attitude to discover and experiment with new techniques and ideas. However, conflict seems to be prevalent between those who would like to progress by experimenting with new techniques and those who lag behind and show fear of risk taking. The reflective model used in this project was able to bring this problem of teacher training to the fore front. It was resolved indirectly by promoting the idea of collaboration in education.[see Ch. VII, vol., II].

Description [02]

He (11' and 20") started the lesson by making some story using body language, asked students to guess what the lesson of the day would be, students responded, then wrote the lesson topic, 'physical fitness'. He elicited what students know about the topic and six turns were realised. Then he wrote some words on the blackboard: 'well-being', 'exercise', 'healthy' and 'resist'. He organised students in groups and asked them to do paragraph completion exercises, elicited and twelve turns were realised . He asked students to underline the connectives used and discuss in groups the relations they express, explained the role of connectives in writing paragraphs, invited for questions and gave clarification's.

Evaluation [02]

He experimented the skill of integrating sub skills in writing -- getting ideas, using appropriate words (diction), constructing sentences and the use of discourse markers. He made pre writing activities, used paragraph completion exercises, encouraged class participation by organising group works, checked comprehension and distributed elicits. This peer teaching revealed that when a trainee embarks on exploratory teaching his/her perception of teaching increases. The narrowing between the gap of one's perception of teaching and the ability to implement it increases too, signalling professional commitment. He has learned to prepare and present a lesson not 'intuitively' but 'analytically'. The activities he set and the techniques he tried were presented coherently. It was easy to see the direction of the lesson.

Description [05]

His (14' and 40") opened the lesson by asking students if they know how to locate places and give direction by reading a map. The students responded positively. Then, he started drawing streets, buildings and squares on the blackboard. The task was to make students use appropriate prepositions to locate places (such as the post office, museum that were indicated in the sketch).

Evaluation [05]

The lesson was experimental. The exercise challenged the students, however. Map reading is hardly practised in the teaching of language in Ethiopia. [05] had to talk a lot to make instructions clear. Although the time taken in this peer teaching was very long, only twelve turns were realised and most of the answers were hinted by the peer teacher. [05] looked to have spent a lot of time preparing the lesson. He prepared a story based on the map for grade ten students. But the task of reading map challenged even his friends. The trainees agreed that they need to learn and develop the skill of reading maps and use it for the teaching of English. [05] did not panic when he realised that the students were not following the lesson, rather he tried to help them. He reflected in post teaching that he expected students to find his lesson new and enjoyable, but it became somewhat complicated. The group finally realised that exercises were simple and the drawing was reasonably clear; the problem was not with the language but with the lack of culture in using map to locate places. [05] was observed increasing his repertoire of teaching by being able to use several mediums, which seemed to have concretised trainees' awareness of mediums of classroom communication. He continued to make the lesson clear by trying different means, proving his ability to manage unexpected classroom behaviours without panic and anxiety.

Description [06]

He (10' and 39") introduced the purpose of the lesson-- exercises on 'note taking'. Then he explained, structured, then read a text on 'obelisk'. He drew a sketch of the Aksumite obelisk, explained, asked students to take notes and discuss them in groups and write a short paragraph to be read to the class.

Evaluation [06]

His lesson was well planned and presented. It was also experimental. He integrated the skills of note taking while listening to a lecture and organising notes into a paragraph. He also integrated the skills of reading a picture, negotiating, writing and reading aloud. It was observed that as a trainee's repertoire of teaching skills increases

the direction of the lesson shifts towards student focused activities and consequently teacher talk decreases.

Description [11]

He (9' and 25") wrote the lesson topic on blackboard, 'English as international language'. Then, he asked students to write down the ideas they had on the topic, while he was writing on blackboard a short paragraph with blank spaces. He elicited what ideas students had on the topic; asked them to complete the paragraph; elicited responses and nine turns were realised. [11] was observed trying to use time efficiently. He engaged students in writing notes on a topic while he was writing other tasks to be done. It was observed that as trainees acquire practical experience of teaching their efficiency in timing increases.

Description [08]

He (11' and 53") greeted students, summarised main points of the previous lesson, discussed the purpose of writing, passed a text on 'national and official languages' , organised group work, wrote some words on blackboard and elicited what students understood by the terms 'national' and 'official', structured, asked students to take notes, and lectured on the difference between national and official languages. He was experimenting on the teaching of note taking by listening to a lecture. Then, he wrote some words on blackboard--'particular', 'branches', 'state', and 'accepted'--and asked students to complete the text, elicited, twelve turns were realised and concluded by asking students to summarise the text as homework.

Evaluation [08]

[08] was trying to experiment with different techniques of teaching writing skills--note taking, diction, summarising. But they became to many to be properly done in one peer teaching. [08] was one of the trainees who showed leaps in the process of learning to teach and showed high motivation and commitment to teach. Consequently, he looked over zealous.

Description [09]

He (11' and 50") summarised the points of the previous lesson, structured the lesson activities, wrote words on blackboard--'deceive', 'refer', 'command', etc., asked students to compose sentences, moved in class, checked student activities, elicited, students read the sentences they wrote and during the exchange, forty two turns were realised.

Evaluation [09]

He focused on the accuracy of sentences and treated errors (1) by repeating the correct version himself; (2) by inviting the responding student to say the sentence again or a volunteer. His second task was on controlled writing which also focused on accuracy. He asked students to complete sentences using appropriate grammatical forms. This task was easy to do, but he was helping students to consolidate on the accurate use of English. His lesson moved from free sentence composition to controlled completion exercises. It looks as if he was moving from complex to simple. But he was experimenting the teaching of accuracy or grammar in the context of limited fluency--the sentence. This peer teaching reflected flexibility in setting tasks.

Description [10]

He (11' and 25") opened the lesson by eliciting about the temperature of the day, why the students came to school, and about their parents' interest in education. Then, he introduced the lesson topic 'How Abebe joined school', structured, asked students to take notes, discuss them in their groups and then to write their respective paragraphs, started telling the story on how Abebe joined school by referring to a prepared text. As the students were organising their notes he wrote jumbled sentences on the blackboard and asked students to re arrange them in some logical order. Finally, he divided the class into two groups. He asked one group to discuss and select the best paragraph to be read in class and the other one to write a paragraph by re-arranging the jumbled sentences and read it to the class. Then he invited two students representing the two groups to read the paragraphs of their respective groups, invited class discussion, and concluded by giving students homework--they were asked to write a paragraph on how each of them joined school.

Evaluation [10]

He opening of the lesson was creative and indirect. He experimented with some techniques of teaching writing --listening to note taking, note taking to paragraph writing, rearranging jumbled sentences to form a paragraph. The allocation of tasks, the forming of groups to discuss and report on the tasks that all students did were experimental and creative. These techniques are not used in the teaching of English in Ethiopian high schools.

Description [07]

He (3' and 40") structured the lesson, passed pieces of paper containing tasks on paragraph completion, organised students to work in groups, elicited responses and nine turns were observed. Then, he moved to another activity where he experimented with the use of jumbled sentences to teach paragraph writing.

Evaluating [07]

He was observed developing self confidence and implementing new techniques. The use of jumbled sentence in the teaching of writing skills is an additional one to his teaching repertoire. He was observed *in*creasing his repertoire of teaching skills by trying those that have been tried by this friends making some changes.

Description [04]

His teaching (5' 30") focused on the use of diction in descriptive writing. He introduced the lesson topic ' describing a lion', asked students to describe the behaviour of a lion and what it looks like, wrote the words that could be used in describing a lion, and asked students to use them to complete a text on a lion, elicited and twelve turns were realised.

Evaluation [04]

His attempt to sensitise students to the use of diction in writing description was experimental. The trainee has been observed developing his performance by making his lesson objectives specific and class activities concrete.

7.6 The Sixth Peer Teaching

Trainees were asked to prepare lessons related to accuracy basically grammar and pronunciation. Some trainees focused on pronunciation and others on grammar. Since the first peer teaching focused on grammar, trainees were encouraged to focus this time on the teaching of pronunciation.

Description [08]

He (11' and 10") greeted students, elicited if students heard natives speaking English, structured lesson activities, organised pairs, passed a dialogue to be performed through role playing, asked two volunteers and then the class to play the dialogue, encouraged students to feel at ease and relax while speaking and to be able to project their voices. Then, he modelled the dialogue by focusing on the effect of stress and intonation on meaning--varying the stress of the same word in different contexts and using sentence types (interrogative and declarative sentences) to show the effect of intonation, elicited and checked students' understanding of stress and intonation and twelve turns were realised.

Evaluation [08]

He started his lesson enthusiastically, conducted pre lesson activities to initiate learning, prepared a dialogue, integrated the teaching of grammar and pronunciation. This time he focused on two aspects of pronunciation, stress and intonation, reflecting his relative awareness of the need of lesson specificity and precision of class activities.

Description [02]

He (9' and 45") greeted students, described a situation where two people were having a dialogue, passed pieces of papers, elicited if students were interested in sports, modelled, invited volunteers to play the dialogue, thanked and appreciated all of them for their good performances, explained the role of intonation in speaking using the dialogue and tag questions, elicited for tag questions and nine turns were realised. He used minimal pairs to show the effect of sounds on meaning such as *beat* and *bit*, and elicited for any other minimal pairs.

Evaluation [02]

His lesson on pronunciation was experimental. He contextualized the teaching of intonation and some English sounds that are of difficulty to Ethiopians. He gave considerable focus to the winning of student attention in order to follow the lesson by varying exercises.

Description [06]

He (10' and 10") greeted students, reminded students the lesson they had previously, explained how nouns form their plurals and agree with verbs in sentences, gave examples, elicited more examples from students, organised students in groups and asked them to list nouns that do not follow the rules learned, explained nouns that form plurals by making vowel changes.

Evaluation [06]

He was observed consolidating the techniques he experimented with and explored. His presentation was very much polished, gave clear explanation and instruction, organised students and managed class activities. It was observed from this peer teaching that a trainee reduces teacher talk significantly during the consolidation of a teaching technique(s) already explored and learned.

Description [01]

She (10' and 01") greeted students, introduced the lesson topic, 'Adverbs of place', explained the use of adverbs, cleaned the blackboard, wrote some words, sketched a diagram to help students learn the use of preposition to show positions, elicited o uses of prepositions by locating in the diagram and twenty five turns were realised. She concluded by asking students to draw pictures showing positions and describe them by writing complete sentences.

Evaluation [01]

Her use of diagram to show the use of prepositions was experimental. She was able to teach prepositions interactively in reference to a diagram she drew on the blackboard. She was observed reflecting stability of personality, creativity in lesson

presentation and selection of class activities and openness to get comments from peers and the tutor.

Description [11]

He (3' and 25") cleaned the blackboard, introduced the lesson topic, 'Conversation', elicited what students understand by the term conversation, read a dialogue and explained, asked two volunteers to play the dialogue, amplified how intonation influences the meaning of a message in conversation.

Evaluation [11]

The trainee was observed consolidating the teaching behaviour he learned. The lesson was also partly exploratory in that the trainee was observed teaching contextually using a relatively specific topic.

Description [04]

He (8' and 0") greeted students, structured, organised small groups, passed work sheet, introduced some difficult English sounds to Ethiopians : / th/, /s/, /t/, /z/ and /d/ ; modelled the production of the sounds, made students practice producing the sounds by using the techniques 'repeat after me' and minimal pairs. Then, he modelled the pronunciation of these sounds by using minimal pairs in the context of single and connected sentences. Students practised reading the sentences by distinctively pronouncing the sounds.

Evaluation [04]

He was happy to teach pronunciation. Although he focused on the traditional methodology of teaching pronunciation, he was observed consolidating the teaching skills he learned. He integrated the recognition and production of the sounds at all levels: sound, word, utterance or sentence, and connected speech or paragraph. He has been observed reducing the content coverage of lesson, but increasing the procedures and techniques of teaching the content in focus.

7.7 Teaching in Real Classroom

The first stage was observations and reflections of lessons of practising teachers. The trainees with the researcher observed classes of co-operating teachers. They reflected on the classes observed. Fanselow's categories of classroom communication were used to describe classroom events. This was followed by each trainee teaching for a period of ten to fifteen minutes. It was observed that the transition from teaching peers numbering ten to fifteen to that of teaching school students numbering eighty and above, despite appalling weather condition and poor arrangement of programme, was smooth. It was featured by more exploration and consolidation, and less anxiety. This can be observed from the descriptions and evaluations of all the eleven lessons given.

Description [03]

He (14' and 3" ; class, grade ten) wrote lesson topic on the blackboard, 'Tewodros', structured, explained what students should do while listening, passed a work sheet, containing tasks to be done by students in groups, wrote some difficult words that would appear in the text, instructed students to try to understand the meanings of the words from the context, elicited what students know about emperor Tewodros, elicited if students would like to listen to a reading on Tewodros, read the text, instructed students to do the tasks in groups, checked comprehension and thirty turns were realised.

Evaluation [03]

He taught enthusiastically and anxiously. He prepared varieties of activities and consequently he was pressed by time. He read the text twice although his reading was not clear (but the students were able to follow him easily). The class participation was satisfactory. His transition from peer teaching to real classroom teaching was relatively smooth, although the feeling of anxiety was visible. But he reflected that the response he was able to generate from students boosted his morale to be a teacher of English. He prepared a lesson of interest to students and by doing so the response he received

from students encouraged him to be a teacher of English. He was able to clear his mind from fear of incompetence. Since then he looked a happy candidate.

Description [08]

He (10' and 25"; grade ten) introduced the lesson topic on 'Weather Forecasting', elicited what students know about weather forecasting and the type of language weather broadcasters use, structured, passed a work sheet containing varieties of tasks to be done, read the text on weather broadcast on different regions in Ethiopia, drew a map of the country, read the text again, elicited student responses and sixty turns were realised. He concluded by accepting a comment from a student that the answer given to one task was not correct.

Evaluation [08]

He, unlike the first peer teaching, was in control of his language and class. He was able to give clear instruction and manage procedures of teaching --did pre listening activities, used varieties of tasks , non linguistic visual (map), distributed elicits, accepted student comments. He was, all in all, observed making a smooth transition from peer to real classroom teaching. He behaved as if he was working in a familiar environment. It was observed that transferring skills obtained in the peer teaching to the real class was simple once a trainee reaches the exploratory stage of teaching.

Description [09]

He (8' and 22" ; grade ten) structured his lesson, wrote the lesson topic, 'The source of energy', elicited what students know about the source of energy which students found easy to reflect on, read the text elicited and twelve turns were realised.

Evaluation [09]

He presented the lesson modestly, gave two types of tasks, one requiring individual work and the other group work, managed class activities without any visible feeling of anxiety. His transition from the peer teaching to the real classroom teaching was smooth. He looked confident, comfortable and happy. He was able to implement with facility the skills he learned in the peer teaching.

Description [05]

He (16' and 15"; grade nine) structured the lesson on the use of the grammatical form 'going to', explained, elicited about other grammatical forms used to express future action and students were observed responding enthusiastically, asked students to make complete sentences using 'going to'. Then, he passed pieces of paper, invited two volunteers to play a dialogue, then the class, drew sketches depicting the people involved in the dialogue and the background story (shopping). The class became noisy and the laughing was sensed to be natural. Then, he elicited several responses on the use of 'going to'. He mostly used the physical response method, and thirty turns were realised. He concluded by asking students to make a story about the teams that would be playing the football match on the following Sunday.

Evaluation [05]

He taught creatively and looked as if he was at home. His teaching did not only feature a smooth transition but also continued to be exploratory. He explored the use of physical response method in the teaching of grammatical forms; consolidated his ability to contextualize the teaching of grammatical forms by integrating listening, speaking and reading, and skilfully treated errors. There was no sign of inhibition visible in him or the students. Their participation was superb. This lesson proved that once a trainee starts increasing his /her teaching repertoire by exploring and experimenting he/she tends to take classroom challenge as an opportunity for exploring new ways of teaching to make the lesson as effective as possible. This lesson demonstrated the effectiveness of teaching a grammatical form through the technique of recycling. [05] used different activities to teach the form 'going to'.

Description [02]

He (11' and 31" ; grade nine) introduced the lesson on speaking, passed pieces of paper with a short dialogue, asked students to read the dialogue silently while he was drawing sketches, explained the background of the dialogue, modelled it, invited volunteers to play it, congratulated them, and then focused on the production of some

difficult sounds in English. He used the techniques of 'modelling', 'repeat after me' and 'minimal pairs'.

Evaluation [02]

He enthusiastically presented the lesson, and succeeded in generating student participation by focusing on procedures of teaching--organised group, whole class, individual classroom activities. He tried to make students learn to use body language in situations of unexpected encounter. In the dialogue, one of his characters, Solomon, fearfully expresses his intention to Aster that he wants her to be his girlfriend and aster reacts with a surprise. This part of the dialogue helped students to be able to express themselves with feelings, giving language use in the classroom some life. In this attempt he was observed exploring tasks that would make a lesson genuinely communicative. He was confident and looked at home with the students.

Description [06]

He (8' and 46" ; grade nine) structured lesson activities, passed work sheet, organised students into groups, asked students to read silently and do the tasks in groups, moved around, checked comprehension and twenty four turns were realised.

Evaluation [06]

He presented his lesson calmly and with minimum teacher talk. He was able to vary tasks (wh questions, fill-in the blank space), distribute elicits. His transition from peer teaching to real classroom teaching was so smooth that it was completely unnoticeable and looked at home. He was observed transferring the teaching skills he learned with ease and facility.

Description [11]

The lesson was partially recorded, for the video camera run out of battery (2' and 45" ; grade nine). [11] wrote lesson topic, 'Smoking', on blackboard, elicited what students know about the consequences of smoking, explained that smoking is hazardous to health and wastes money, instructed students to listen and take notes, read the text on smoking, asked students to discuss their notes in groups and write a

paragraph on the topic, 'smoking'. Then, he asked some students to read their paragraphs and checked errors of grammar and flow of content.

Evaluation [11]

He was teaching note taking to paragraph writing. He was able to integrate the skills of listening and writing. He made pre listening elicits, but his language was complicated and did not get the responses he expected. Then he had to explain the effects of smoking on health and money. [11] was observed taking some decisions appropriate to manage his class when things go out of his expectations. He did not panic, for example, when the students remained adamant to his elicits. He quickly moved to the next activity--asked students to take notes. The discussions made by students on their respective notes was noisy, but lively. Nevertheless, the feeling of shyness was somehow clicked. [11] looked towards the floor most of the time, giving the impression that as if some philosophical thoughts were being processed in his mind. This reduced his effectiveness to manage the class. The transition, however, was smooth. There was no visible sense of stress or anxiety.

Description [10]

He (9' and 30" ; grade nine) gave a lesson on vocabulary. He elicited what students do to learn new words, then focused on the ability of learning words from context, explained the use of contextual clues or indicators in guessing intelligently at the meaning of unfamiliar word, passed a short text, asked students to read and work out the meaning of words underlined from the context, organised students to work in groups, checked group activities by moving around. The class became noisy and students were busy working on the tasks. In the meantime, he drew a sketch reflecting the story on the blackboard, checked whether students were through the tasks, elicited, and eighteen turns were realised.

Evaluation [10]

He focused on a specific skill, the ability to understand the meanings of words from context. He elicited students' learning experiences of vocabulary and found it

necessary to explain what students should do in using the context to understand a new word, promoted and supervised group work by giving clues and suggestions, drew the sketch of the story, which helped students to follow the story and learn the words underlined. He looked happy and the transition was smooth and was able to work with the techniques he learned with ease and facility. He succeeded in his experiment in the use of pictures to help students see the sequence of events in a story, which made the use of context more visible to students.

Description [07]

He (6' and 30" ; grade nine) wrote the lesson topic, 'honey' on blackboard, elicited what students know about honey, asked students to listen carefully, read the text on 'honey', passed work sheet, organised students to work in groups, elicited individual responses to the tasks and thirty nine turns were observed.

Evaluation [07]

He was observed giving direct instruction and seemed specialising in group work. His management of group work and the manner he run the interactive part of his lesson was satisfactory . Nevertheless, he looked shy and was at times speaking so fast particularly in evaluating the responses. His follow ups were the usual short ones -- good, very good, excellent. He did not give extended follow up to amplify or explain some points that need focus . Although he showed some anxiety, wrongly spelled the word 'honey' as 'haney', was talking fast, the transition was smooth.

Description [01]

She (6' and 49" ; grade nine) presented a lesson on sentence composition, explained the purpose of learning to write in general and the need to write grammatically accepted sentences in particular, elicited students' learning experiences in writing English. She focused on the ordering of sentence parts in terms of subject, verb and complement. Then, she gave tasks containing sentences with jumbled parts and asked students to reorder them.

Evaluation [01]

She spoke clearly although audibility was affected by the heavy rain. She did not show any visible stress and was able to manage the class well. The transition from the peer teaching to the real classroom was smooth.

Description [04]

He (9' and 28" ; grade nine) cleaned the blackboard, greeted students, introduced the lesson on pronunciation, wrote some words on blackboard, made students pronounce the words by repeating after him, wrote sentences on the blackboard having minimal pairs such as *'rid'* and *'read'*, asked students to repeat after him, then, cued the production of difficult English sounds using minimal pairs.

Evaluation [04]

He used the traditional method of teaching pronunciation which students enthusiastically followed. The use of 'repeat after me' and 'minimal pairs' were observed to be effective in the teaching of English sounds. However, the use of many minimal pairs in sentences and asking students to practice pronouncing them by reading aloud looked unrealistic and discouraging. The practice demanded too much muscular flexibility which may not exist in normal conversation. The effect of the context on the articulation of sounds which linguists call assimilation was distorted. Students were producing funny sounds as they were trying to articulate the sounds. He looked comfortable to teach pronunciation and was at ease while delivering the lesson .

The transition from peer teaching to that of the real classroom was observed to be all smooth. The teaching of a large class in an unfamiliar environment, the difficulties encountered in arranging suitable time and the bad weather (heavy rain) did not create visible stress in trainees during the teaching practice at Yekatit Comprehensive Secondary School.

7.8 Descriptions of two lessons recorded in Yekatit Comprehensive Secondary School

The lessons were used for the purpose of training teachers. [see Appendix II].

Lesson one

This lesson was given to grade 12 students. It was on reading. The teacher is a senior staff member, graduate from the university with more than fifteen years of teaching. Date January 6, 92, recorded lesson 23' and 34".

The teacher opened the lesson by reminding students what they should have done as homework. The, he introduced the lesson topic--'Reviewing Reading Skills": (1) previewing; (2) reading for main ideas; (3) and scanning. Students looked attentive. The explanation continued, but this time students looked restless. The teacher asked the students to read and apply the techniques discussed. The reading passage was on the development of anaesthetic. The students looked puzzled. Then the teacher started asking questions. The students looked not to have finished reading. The teacher asked several questions. He explained the questions he asked. He answered most of the questions.

Comments

The teacher lectured on the different reading skills. The passage was not designed to help students practice with the skills discussed. The students became restless because they were bored by the explanation on a medical concept that was of little interest to them. The class looked dull. The teacher talked through out the lesson. The teacher looked inpatient to give time to students to cover the reading. He looked as if he was concerned with course coverage. [see Cassette one].

Lesson two

The lesson was given by a teacher who graduated from the university. He was also trained at KCTE. He had a teaching experience of more than ten years. The class was grade eleven. The recording was done on the same day with lesson one above. Time taken to record the lesson is 19' and 43".

The teacher opened the lesson telling students the activities to be done. Then, he introduced the lesson topic: 'Types of Sentences" and instructed students to copy the notes he would be writing on the blackboard. He wrote the definitions of simple and compound sentences including examples neatly. The writing took a large portion of the class time. After this he explained the grammatical categories in simple and compound sentences such as subject, verb, complement, etc. Following this, he asked students to write each a simple sentence. He moved in the class checked some of the sentences students wrote. Finally he explained different ways of constructing compound sentences. He concluded the lesson by asking students to do the exercises in the textbook.

Comments

The teacher wasted a significant portion of the time writing on the blackboard. Then, the explanation on simple and compound sentence in terms of grammatical categories was too abstract to be comprehended by students. The presentation was the typical lecture method.

APPENDIX VIII

PROJECT EVALUATION: FORMS 01 and 02

8.1 Project Evaluation

Evaluation of the project was reflected in the trainees' diaries as the process of training continued. However, the researcher felt that it would be appropriate to asses what trainees feel at last about the project. For this purpose two questionnaires were prepared and coded as [01] and [02]. Questionnaire [01] is close ended and Questionnaire [02] is open ended.

Questionnaire [01] was prepared to get participants responses to two categories of items. (1) General categories were used to get what trainees feel about the effectiveness of the project. This section contained thirteen categories defined and qualified to minimise ambiguity. (2) Assessment of project activities in terms of relevance.

Questionnaire [02] contained twelve open ended items designed to reflect participants thinking as to what attitudinal and behavioural changes they have realised and observed in their friends; and the main factor that made them stay in the project despite a very hectic and difficult academic year.

8.1.1 Effectiveness in Promoting Educational Objectives

Participants were asked to assess the project by showing agreement or disagreement to thirteen categories, using a three point scale--*strongly agree =3, agree =2, and somewhat agree =1 ; strongly disagree =-3, disagree =-2 and somewhat disagree =-1.*

Fourteen participants including the three who dropped the project for some problems responded to the following items : (1) useful--valuable to the preparation of EFL teachers; (2) interesting--motivating to become an EFL teacher; (3) enjoyable--engaging and involving, not boring; (4) practical--can be applied in the preparation of EFL teachers and in the teaching of English in the schools; (5) creative--helps to teach

creatively such as using appropriate teaching techniques; (6) imaginative--helps to think creatively and develop ideas to make teaching effective; (7) flexible--helps to be willing to learn from others (students, teachers and others); (8) organised--helps to plan and prepare lesson carefully (setting lesson aims, objectives and activities); (9) inquisitive--helps to evaluate one's lesson carefully and look for better ways of making teaching effective; (10) sensitivity-- helps to be sensitive to classroom events and requirements; (11) accommodative--helps to learn to work with candidates despite differences in opinion and background; (12) sensible--helps to judge educational issues in a fair and balanced way such as evaluating a peer's lesson and (13) professionalism--helps to explore one's beliefs about teaching and develop positive attitude towards the profession.

The results show positive evaluation of the project in meeting desirable educational objectives. The responses obtained are enumerated for each item and enclosed in brackets as follows: **'useful'**---strongly agree (11), agree (3) and somewhat agree (1); **'interesting'**-- strongly agree (9), agree (4), and somewhat agree(1); **'enjoyable'**--strongly agree (8), agree(3) and somewhat agree (1); **'practical'**--strongly agree (11), agree (2), somewhat disagree (1) ; **'creative'**--strongly agree (12), agree (1), and somewhat agree (1); **'imaginative'**--strongly agree (10), agree (3), and somewhat agree (1); 'flexible'-- strongly agree (9), agree (3), and somewhat agree (2); **'organised'**-- Strongly agree (9), agree (4), and somewhat agree (!); **'inquisitive'**--strongly agree (9), and agree (5); **'sensitive'**--strongly agree (8), agree (5) and somewhat agree (1); **'accommodative'**--strongly agree (8), agree (5) and some what agree (1); **'sensible'--strongly agree (11), agree (2), disagree (1) and** somewhat disagree (1); **'professionalism'**--strongly agree (10), agree(2), disagree(1) and somewhat disagree (1).

When the responses are summed for all items by category, the following figures are computed: strongly agree, 125 responses (69%), agree, 43 responses(23%), somewhat agree, 11 responses (6%), disagree, 2 responses (1%) and somewhat disagree, 2 responses (1%). All in all 98% of the responses showed positive

evaluation of the project against 2%. In terms of values, 469 positive values against 6 negative values were computed. Although the researcher did not expect this much positively skewed evaluation of the project, the responses show at least the participants were very much happy and found it to be satisfying.

8.1.2 Relevance of Project Activities

This section was designed to get participants' responses to the materials and methodological procedures used during the training. It has five sub sections: (a)activities on language learning experiences, beliefs, and attitudes and practice teaching; (b) theories of learning', classroom practices, and practice teaching; (c) skills in the teaching of EFL--vocabulary, grammar, pronunciation, listening, speaking, reading and writing, and practice teaching; (d) general reflections on attitudes towards English and the teaching profession in Ethiopia; (e) using Fanselow's categories to describe and learn the nature of classroom communication, and practice teaching.

Participants were asked to evaluate the activities and procedures used in the project using a three point scale in terms of relevance or irrelevance: 'very relevant' = 3, 'relevant' = 2 and 'somewhat relevant' = 1; 'very irrelevant' = -3, 'irrelevant' = -2, and 'somewhat irrelevant' = -1. Fourteen participants responded. Missing values were observed indicating that the participants did not respond to the activities that they did not participate in, particularly the three ones who dropped the project in the second half.

8.1.2.1 Language Learning Experience, Beliefs, Attitudes, and Practice Teaching

Five items were treated in this section: (1) use of activities related to past language learning experience; (2) use of activities to identify beliefs and attitudes about language learning and teaching; (3) use of video recorded lessons of real classroom for learning to teach through description and reflection; (4) peer teaching--

presenting a lesson by using self selected and/or written materials; (5) use of reflection--(a)self and (b) tutor led class reflection .

The following responses(enclosed in brackets) were obtained for each item: item one, very relevant (4), relevant (6), irrelevant (1) and missing (2); item two, very relevant (5), relevant (7), somewhat relevant (1) and missing (1); item three, very relevant (9), relevant (4) and somewhat relevant (1); item four, very relevant (9), relevant (5); item five (a), very relevant (9), relevant (4) and somewhat relevant (1) and five (b) very relevant (9), relevant (4) and missing (1).

This section was positively evaluated. Out of maximum 84 responses, 80 were obtained, only four missed. The summation of the responses was computed and the following figures were obtained: very relevant, 45 (57%); relevant, 30 (38%); somewhat relevant, 4 (5%) and irrelevant, 1 (1%). The responses obtained show 99% positive evaluation of this section by trainees. In terms of values, 199 positive values were computed against 2 negative values.

8.1.2.2 Theories of Learning and Practice Teaching

In this section trainees were expected to respond to the activities on theories of learning using quoted materials, practices in classroom teaching and the peer teaching they made. Four items were treated: (1) exposition--discussions and reflections on theories of language learning; (2) demonstrations-- discussions and reflections on selected materials that demonstrate the practical application of theory; (3) peer teaching--presenting a lesson using self selected and/or written materials; (4) feedback (a) self reflection (b) tutor led class reflection .

The responses obtained for the items is enumerated as follows, numbers are enclosed in brackets: 'exposition', very relevant (7), relevant (5), and somewhat relevant (2); 'demonstration', very relevant (9), relevant (3), and somewhat relevant (2); 'peer teaching', very relevant (11), relevant (2), somewhat relevant (1); 'feedback' (a) self reflection, very relevant (7), relevant (6) and somewhat relevant (1); (b) tutor led class reflection, very relevant (9), relevant (3) and somewhat relevant (2).

Out of a sum of maximum seventy expected responses, all seventy were obtained and all positively evaluated the activities in this section: 43, very relevant (62%), 19, relevant (27%) and 8, somewhat relevant (11%). It was 100% positive and all the values, 175, were positive.

8.1.2.3 Skills of Teaching EFL

This section covered a big portion of the project. This section is different from the previous sections in that trainees were made to focus and reflect on pertinent principles and practices of teaching language and the skills. [see Appendix II and III, vol. II]. Four items were treated under this section focusing on the methodology as done in the above section: (1) reflecting on some practices of learners of EFL; (2) Demonstrations-- reflecting on some classroom activities taken from different sources including ENE ; (3) peer teaching; (4) feed back (a) self reflection and (b) tutor led class reflection .

Out of maximum seventy expected responses, sixty nine were obtained. The following numbers of responses (enclosed in brackets) were computed for the items: reflecting on practices of learners, very relevant (8) and relevant (6); demonstration, very relevant (11), relevant (2) and somewhat relevant (1); peer teaching, very relevant (7), relevant (6) and somewhat relevant (1); feedback (a) self reflection, very relevant (9), relevant (5) and (b) tutor led reflection, very relevant (8), relevant (4) and somewhat relevant (1). The summation of the responses in this section gave the following figures: 43 very relevant (62%), 23 relevant (34%) and 3 somewhat relevant (4%). The responses indicate that the activities in this section were positively evaluated--all the values computed (178) were positive.

8.1.2.4 Reflections on Attitudes Towards English and the Profession in Ethiopia

This section was expected to get trainees' responses on the activities that covered on problems of teaching English in Ethiopia, the status and the role of the language, the role of the English teacher and the teaching profession in national

development. Five items were treated: (1) reflections on the status of English in Ethiopia; (2) reflections on methods (procedures and techniques) of teaching English; (3) reflections on some opinions about the teaching of English in Ethiopia; (4) discussions aiming at helping trainees to explore and develop positive value systems for being teachers of English.

Out of maximum of seventy responses expected, sixty five were obtained and the following numbers of responses were computed for each item represented by its corresponding number: (1) very relevant 8, relevant 4 and somewhat relevant 1; (2) very relevant 8, relevant 4, and somewhat relevant 1; (3) very relevant 8, relevant 5 and missing 1; (4) very relevant 8, relevant 3, somewhat relevant 1, irrelevant 1 and missing 1; (5) very relevant 8, relevant 4, somewhat relevant 1 and missing 1. The summation of the responses gave the following figures: 40 very relevant (61.5%), 20 relevant (31%), 4 somewhat relevant (6%), and 1 irrelevant (1.5%). The values scored were 164 positive and 2 negative. The activities were 98.5% positively evaluated.

8.1.2.5 Reflections on Categories of Classroom Communication

The purpose of this section was to see whether the use of categories of communication as those used in the research for the purpose of training EFL teachers is feasible or simply an ambition. It is believed that categories used for describing classroom behaviour could be beyond the scope of pre service teacher candidates. Fanselow's categories were used to increase trainees' repertoire of giving descriptive feedback. How this desire has been perceived by trainees could be read from the responses enumerated below:

The reflections are classified into two major categories: (a) in giving describing the recorded lessons at Yekatit that were used for this purpose and the peer lessons; (b) in reflecting on the lessons observed at Yekatit, helping to plan lesson and reflect on lesson executed in the presence of peers and the tutor.

Trainees think that by using Fanselow's categories of classroom communication, they were able to understand classroom behaviour during the peer

teaching. They found the use of the categories to be relevant for training teachers of English. The following responses were computed for each category: *source* -- very relevant (10), relevant (2) and somewhat relevant (1) and missing (2); pedagogic purpose--very relevant (10), relevant (2) and missing (2) ; medium--very relevant (11), relevant (1) and missing (2) ; use--very relevant (9), relevant (3) and missing (2); content--very relevant (10), relevant (2) and missing (2).

Trainees think that Fanselow's categories helped them to describe and understand real classroom lessons --very relevant (7), relevant (3), somewhat irrelevant (1) and missing (3); in meeting pre set lesson objectives--very relevant (8), relevant (2), irrelevant (1) and missing (3); in being able to reflect on one's lesson given in real classroom--very relevant (6), relevant (5) and missing (3); in reflecting on lessons offered by others during tutor led class reflections--very relevant (8), relevant (2), irrelevant (1) and missing (3).

For the section on classroom communication out of maximum 126 responses expected, 104 were obtained. The three candidates who missed the second phase of the project did not respond to the activities that they did not do. Out of the responses included in this section 79 (76%) show very relevant, 21 (20%) relevant and 2 (2%), somewhat relevant, and 1(1%) irrelevant and 1(1%) somewhat irrelevant. All in all 98% of the responses show positive assessment of the relevance of the use of Fanselow's categories of classroom communication in the training of teachers. The values obtained show 281 positive against 3 negative scores.

8.2 Summary of Responses Obtained From Form 02

Twelve items were included in Form 02. Most of the responses given are included under chapter VI. Those that are not included in this section are supplemented here for further reference.

8.2.1. Change in perceptions and attitude

(a) English as a major field of study and (b) the teaching of English language. [see chapter VI].

8.2.2 Learning the language

What you think of yourself.

[01] 'Even though English was not my choice of study, I have realised that it is the core of all subjects in Ethiopia. I am now happy as a student of English'.

[02] 'The research played a great role in improving my English.... Students learn effectively when they are free from any tension'.

[03] 'There is no question about it since the project promoted participation, group discussion, peer teaching, comments and criticisms which involved the use of English'.

[04] 'I was able to communicate with others using English'.

[05] 'I can say that I got many opportunities to speak in front of my friends during the project work'.

[06] 'I have improved my English although the time was too short to make it visible'.

[07] 'I have learnt to overcome fear and speak in front of people'.

[09] 'I have developed the ability to speak briefly and intelligibly' .

[10] 'It gave me the opportunity to use the language which is good for developing speaking abilities'.

[11] 'Since I did a lot of talking I improved my English'.

[12] 'I was feeling from time to time that my English was improving'.

[13] 'I believe that I have improved my English for I had chance to speak what I felt'.

[14] 'My English has improved a great deal. The key to this is confidence. I know that I am not still free from tension when I use the language. But I have improved quite a lot thanks to the discussion and the most important was the encouragement and help given by the researcher'.

What you observed in the participants.

[02] ' At the beginning some of us were shaking, shivering to speak in front of the group. Some looked very much worried to utter a word. thanks to the unceasing and incessant encouragement we got we all cleared our fears as wind does against cloud. Participants showed drastic change in their command of language. For example, my friend [07] was unable to speak and write in front of us. But as the project was nearing to its end he started telling jokes in English, indeed a surprise, surprise, surprise . To myself I said this project did a miracle'.

[03] 'I observed a lot of changes. Most of them spoke well and developed speaking abilities'.

[04] 'The participants made great changes in being able to reflect their ideas and give suggestions without showing fear'.

[05] 'They got many opportunities to speak and were able to improve their English'.

[06] 'Participants have made great improvement in their English. Most of the participants including I, myself, have developed speaking abilities in front of people'.

[07] 'The participants have developed abilities in controlling fear and speaking in front of people including the teacher'.

[08] 'Most of the participants were using English well . But, we still need to improve our English to express ourselves clearly'.

[09] 'Participants have developed ways of speaking clearly to students'.

[10] 'Almost all of us are developing our capacity to speak English accurately'.

[11] 'What I observed in the participants made me believe that I should expose my students to language use'.

[12] 'Our abilities to interact with the teacher during the beginning and during the end of the project have shown a lot of difference'.

13] 'I have seen improvement in the English of participants....'

[14] 'My friends have improved their English significantly . In fact some said they participated in the project because they felt they were improving their English. I also think so'.

8.2.3 Teaching English

What you think of yourself.

[01] 'Even with a limited knowledge of the language, one can teach effectively if a communicative approach to the teaching of English is used . The teaching becomes interesting'.

[02] 'It is only skills development methodology class and the research class that I particularly realised the role of pictures in teaching English. I am bad at drawing. I used to hate it. Now I use drawing whenever necessary '. 'Another impressive point is commenting on one's teaching. The researcher's far reaching but smooth and friendly comment and peers comment helped me to improve my ability in teaching. Finally as a teacher of traditional grammar I underwent a metamorphic change'.

[03] 'As I participated in the project, I wasn't able to feel how my ability to teach has improved. I realised the change I have made after I observed the teaching of English at Yekatit Comprehensive Secondary school'.

[04] 'I can say that I have developed a practical ability and effective way of teaching English'.

[05] 'I can say that I have developed many things from controlling voice up to classroom management. The use of video recording for reflection has helped me a lot'.

[06] 'For me teaching is a matter of ability to teach. One can not teach because he is intelligent or because he can not fit to other profession'.

[07] 'I think I have developed the ability to teach when I compare what I could do with what I did in the first peer teaching. When I taught in the first peer teaching, I was not able to control myself. I made errors of English and unknowingly used my first language'.

[08] 'This project helped me to learn to teach. For example when I did my practice teaching I was able to teach in a simple way'.

[09] 'Although there are many things to be improved my teaching at Yekatit was better than the peer teaching I made'.

[10] 'If it continues like this teaching abilities of students will be developed'.

[11] 'The project has brought me up from the scratch to that of being able to teach in front of students. The feedback given by participants and the researcher helped me to correct my weak points'.

[12] 'Students were able to teach interactively'.

[13] 'I was improving although I did not follow the whole section of the research. I have got a general idea to teach flexibly and use appropriate materials'.

[14] 'My experience in the project has helped me a great deal. I think all would be teachers of English should be given this kind of training. I sometimes wonder why we are jammed with education courses while there is this kind of training which is encouraging and motivating to be a teacher'.

What you observed in the participants.

[02] 'I observed gradual but fundamental changes in the participants . One learns from the others by giving comments and making live observation as we did at Yekatit'.

[03] 'I admire them very much for their activities and creativity. They used interesting methods of teaching. The project has helped participants to develop teaching abilities'.

[04] 'Almost all the participants improved in their teaching abilities'.

[05] 'The improvement they were showing in their English and abilities to teach it in each peer teaching are indicators of the improvement that trainees were making'.

[07] 'Most of the participants were making silly mistakes when the teaching practice started because they were afraid to speak in front of people . But this problem was solved and they were teaching well'.

[08] 'I think more than half of the participants were able to teach well without showing fear when compared to the first peer teaching'.

[09] 'The participants improved in their abilities to teach'.

[11] 'What I observed in the participants is their openness to criticism. When an individual presents his lesson he will be offered with good feedback about his weak and good points. Our society is rigid and mistakes are unpalatable and people do not want to admit weaknesses. But thanks to the project we all have overcome this attitude of rigidity' .

[12] 'The participants were happy because they got used to the teaching practice'.

[13] ' Most of the participants improved. At the beginning they were shy but later they looked confident and at ease in presenting their lessons'.

[14] 'I have seen most of them teaching in other classes outside the project (methodology courses).They have shown very significant improvement'.

8.2.4 Being a teacher of English. [see Ch. VI].

8.2.5 Understanding teaching.

[01] **'Much more advanced'.**

[02] 'The research revealed to me that there is no model teaching . Teaching needs continuous assessment and improvement'.

[03] 'The peer teaching followed by comments and the discussion we had, the techniques of teaching we suggested and practised contributed to our understanding of teaching'.

[04] 'I could easily understand the bad and strong sides of my teaching and those of others'.

[05] 'I have learned to reflect on teaching done. The use of categories for describing teaching such as those of Fanselow helped me to understand teaching systematically'.

[06] 'Teaching depends on different factors. Everybody can not be a teacher . There must be interest and ability'.

[08] ' We learned how to motivate students and teach English in a simple way'.

[09] 'I learned that a teacher must be interested in the profession to understand teaching'.

[11] 'Teachers should be interested to learn and to teach the language'.

[12] 'Interest to teach is an important factor to be effective teacher'.

[13] 'I have realised that teaching should be participatory'.

[14] ' Teaching is a challenging profession and I am ready for the challenge'.

8.2.6 Developing confidence to teach language and the skills.

[01] ' I feel that I learned the basics to teach language and the skills'.

[02] 'The skills development and the project helped me to think independently and to teach confidently'.

[03] 'The project helped me to develop confidence in teaching English . I believe that I am initiated to be a teacher. The participants also look confident to teach English'.

[04] 'I feel that the project has equipped me with the skills of teaching English. I feel that my teaching will be appreciated by students and this feeling has

boosted my confidence to be a teacher of English. I think this holds true with the other participants'.

[05] 'At this stage I have understood at least some of the problems and difficulties that can be encountered in teaching. This research helped me to be aware of strategies to be used in solving classroom problems. I can say that I have started building my confidence to teach. I have similar expectations of the other participants'.

[06] 'Yes, the project helped me to develop confidence to teach English . Confidence alone is not enough. There should be interest and ability to teach . The project helped us in this respect, too'.

[07] 'The main change observed in participants is the development of confidence to teach'.

[08] 'Even if I make mistakes I am eager to improve. The participants have shown confidence and improvement in teaching'.

[09] 'I have no fear to teach anywhere anytime. The participants were also developing confidence to teach in front of students and their friends'.

[10] 'Yes through experience a person will not be the same to what he was before. He can improve not only his language ability to speak but also can be creative. For example, I was afraid to teach students in the presence of my friends at the very beginning but gradually I became confident that everything that made me feel fear disappeared. We know that lack of confidence brings many problems. The speaker may not be able to express his idea, the language itself will not be clear enough to be understood. To do away with the problem mentioned, the research has a great effect. In the beginning almost all participants were gasping. We were not able to know what we were doing in front of our friends and what we thought about to teach . we were completely lost'.

[11] 'As I became aware of my weaknesses, I tried to correct them to develop my teaching ability. The role of the researcher is also worth mentioning. He was not seen imposing dogmatic ideas on us. He enlightened us with basic skills and it was up to us to show the skills of teaching in actual circumstances. For instance, when we were teaching English at Yekatit we made good endeavour. Since we were familiar with basic classroom communication, we were in a better position to manage our classes'.

[12] 'The participants preferred this project because it gave them the opportunity to develop confidence in using and teaching the language'.

[13] 'I including the other participants developed self confidence. The shy ones have also improved. Two participants for example were very shy and one was had extremely weak voice . All of them improved' .

[14] 'My stay in the project has shown me that confidence is what we gain through experience'.

8.2.7 Being ready to learn from others--What you think of yourself and what you observed in others. [see Ch. VI] .

8.2.8 The role of the researcher during the project trial sessions [see Ch. VI] .

[01] 'He exposed us to the new strategies and tactics of describing teaching.'

[02] 'He put us in a swimming pool to see if we can learn to swim. we have to do it to save our lives. this made us ready to take risk, listen attentively, read carefully and use our own ways to solve problems'.

[03] "He organised the sessions, gave materials for discussion and acted as advisor and consultant in addition to taking films of lessons for discussion and reflection.'

[04] 'He convinced us that teaching English is good'.

[05] 'He participated in the discussions as an individual member, giving clarification on some tasks found to be difficult. this made me and the other participants feel some kind of belonging and confidence to contribute to the project'.

[06] 'He organised class activities and participated like any member of the class'.

[07] 'He organised discussions, gave materials and politely expressed his views'.

[08] 'The researcher made a great effort to organise the sessions and handled them with patience'.

[09] 'He motivated participants to discuss, and to develop positive attitude towards the teaching of English and filmed lessons'.

[10] **'He advised and encouraged participants.'**

[11] 'He convinced us that the improvement of teaching depends on teachers themselves'.

[12] 'Very helpful and co-operative'.

[13] 'He gave clues and managed reflections'.

[14] "He was always helpful and understanding. He was even willing to give us advice on personal and academic matters.'

8.2.9 Effect of the project in promoting co-operation and understanding or creating conflict among the participants. [see Ch. VI] .

[02] 'The research helped me to get rid of shyness, loneliness, and complaining always about my self. This was due to my introvert behaviour. I found that it is not only learning from one another but also living with others by sharing one's problems that makes life smooth. We worked in the spirit of understanding'.

[03] 'I learned from the errors I and my friends made and reflected upon in the peer teaching that I was able to use when I did my teaching practice at Yekatit'.

[05] 'In my opinion there was no even a single point that we did not discuss our groups. co-operation and understanding among trainees were promoted and even continued to take place beyond the project activities'.

[08] 'There were some conflicts during the time of discussion, but we were able to agree on the points that caused dispute.'

[09] 'The group work generated new ideas which we discussed thoroughly and resolved the differences through understanding'.

[11] 'The group work facilitated learning.'

[12] 'The group work helped learning.'

[14] Because we were engaged in discussion most of the time, the project has contributed much in promoting understanding and co-operation among ourselves. we always helped each other in preparing lessons for the peer teaching. I had given advice to my friends so also they did when I prepared my lesson. [13] was very helpful especially'.

8.2.10 Strong and weak points of the project.

[01] 'It helped us to acquire language easily in a sub conscious way in a very short time, to prepare teaching materials and teach in class . Its weak point is that preparing the activities take a lot of time'.

[02] ' It addresses the learning and teaching process. It tries to answer the causes for the deterioration of teaching in general and English language in particular. It promotes co-operation among colleagues, addresses general and specific learning difficulties, prepares teachers to learn how to teach . Its weakness is that it was limited to few students. The whole class should have participated'.

[03] 'It promoted participation of students, freedom of self expression, enjoyment and interest. The weakness of the project was time factor. The academic year was hectic and the project made us busy'.

[04] 'It promoted positive attitude towards teaching in general and English language in particular. The weak side was that some participants looked for issues not related to the project'.

[05] 'It promoted teaching English communicatively, sharing of ideas, developing skills of teaching. However, some participants were observed undermining their friends'.

[06] 'It promoted the use of methodology in language teaching. It related theory to practice and showed practical changes in participants, addressed the problem of learning and teaching satisfactorily. But the project has to see how the ideas it promoted could be applied in the country'.

[07] ' The project addressed the teaching of English satisfactorily. But change of attitude should not be limited to English language teachers. To do this the salary of teachers should be increased'.

[08] 'It gave us a good training, promoted self confidence, co-operation, practical observation of teaching, etc. However, it took most of our time'.

[09] 'It promoted developing interest in one's work, teaching systematically, helped candidate to develop self confidence'. However, it should have also focused on learning the language and the skills'.

[10] 'Many new things were investigated and resolved. But, it was time consuming'.

[12] 'It was lovely and attractive, but the programme set was not conducive for all of us . Many students missed it because of this factor'.

[13] 'The project had many advantages. The live video recording of our lessons made it exciting, the discussions were reasonable. However, the project did not include many students'.

[14] 'It was interesting most of the time, encouraged students to discuss, talked about things freely, made us feel that we are worth something that we are useful. But it was time consuming. Errors made by students were not corrected on time they were tolerated.'

8.2.11 The effect of financial incentives

[01] ' It did not. But the skill and the knowledge which I got from the project as well as my promise to stay in the project were the factors that made me participate in the project till the end'.

[02] 'Honestly no! When I joined the project I did not have the faintest idea about the money, but it helped me a lot. It could have attracted some . However, it can not be a factor. If it had been for money I would imagine all the students who registered to participate could have stayed till the end'.

[03] 'I did not give any attention to the money paid during the project. I know money is useful especially for university students for buying stationery. But the researcher did not say anything about the money when he asked for volunteers to participate in the project. All of us came for the sake of acquiring knowledge from the project. We learned about the project payment later. The money paid was so negligible that it could not influence my stay in the project'.

[04] 'The amount of money paid in no way acted as a force for my stay in the project, but the skills attained'.

[05] 'I will like to declare honestly that I was willing to participate in the programme even if there was no material interest in it. I am very happy for participating in the project'.

[06] 'The money I was paid was not a factor that made me stay in the project. My basic aim was to get experience and develop my ability of speaking in front of

people. If money had been my aim I would have attended all the sessions without missing any'.

[07] 'It was not the money paid that made me stay in the project. First, I wanted to co-operate with the researcher and second the project gave me a good lesson . Due to this factor, I stayed in the project'.

[08] 'It was not the money that made me to stay in the project . It was rather my interest to gain some training and knowledge that encouraged me to participate till the end of the project. Satisfaction can not be seen in terms of money, but in terms of accomplishing a purpose. I was very much satisfied by the project activities I did and that made me attend fifty hours [56]. It was not the money you paid us, but it was our interest and your good approach that made us stay till the end of the project'.

[09] 'The money received was not proportional to what we did in the project. What made us stay in the project were the interest we had to learn and the skills of teaching we obtained'.

[10] 'There are many things to be said. I believe money is the decisive for anything to be done. Our world is becoming full of conflicts and contradictions not because of the desire for spiritual activities, but only and simply to get money. The same is true in the profession. Many of us, I assume, stayed in the project not only because we were interested in the project but also the impact of that small amount of money paid'.

[11] 'Personally I have no financial problem. I stayed in the project because I was interested in it'.

[12] 'The money paid has no effect at all on my participation in the project'.

[13] 'I am sorry I did not stay till the end of the project till the end because of poor health. after I have recovered the group had gone miles from where I stood. As to the money I am afraid it was not a factor although it was not little for buying cups of tea for the night's cold'.

[14] ' In fact the money was not small. It was a 100% increase in our monthly pocket allowance. I might have stopped participating in the early stage of the project, had I not been paid. I mean the money was an encouraging factor, though I did not go there just for that'.

8.2.12 Any other

[01] I wish the project could be extended further and be the regular courses for the training of teachers'.

[02] 'The project made me think, after I had gone through vocabulary, speaking, listening, reading, writing, general classroom teaching of English, about evaluation'.

[03] 'There should have been more observations and teaching practices in real classroom'.

[04] 'There are some teachers, usually fresh to the profession, in our university who do not have the skills of teaching English and who also seem to have a bad attitude to the profession. This could be due to the lack of confidence and wrong belief about the profession. I think they should have attended the project sessions and participated in the project activities . It seems that the project purpose is to help would be teachers in the high schools to make teaching fertile. But there are teachers of English in the university who need this kind of training. Please take time to think over this'.

[05] 'The project should not stop at this point. It should have continuity and should widen the horizon of participation'.

[06] 'In general the project was successful. But it focused on one thing--how to teach language especially English language. In my opinion it should also include on how it could work in the country'.

[08] 'It should be given as a course and attempts should be made to give it broader application by including teachers teaching English in the schools and the university. It will be better to give the training for those who are already teaching in the schools in summer programme or otherwise. It will be also good if it is given to university instructors because some of the ability and interest to teach the language. The project should have continuity.

[09] 'Yes, the project was successful and interesting but three to four months may not be enough to master teaching'.

[11] 'It should include other students, too'.

[12] 'It should have continuity'.

[14] 'The project should include elementary schools. I did not participate till the end of the project because the time did not suit me. It is better to think of a suitable time for all participants'.

A P P E N D I X IX: Raw Scores of Chapter IV

The scores obtained from the four categories of respondents are tabulated in the Tables below. The statistical analyses of the data are summarised in Appendix IV. [see Tables 4.1 to 4.16, Appendix IV]. The texts of the questionnaire items are given in Appendix I.

Table 9.1 : Vocabulary --scores observed [Group 1]

N	[a1]	[a2]	[a3]	[a4]
[01]	3	2	4	2
[02]	3	2	5	3
[03]	5	3	5	1
[04]	5	2	5	1
[05]	3	2	4	1
[06]	5	4	3	1
[07]	2	1	5	3
[08]	5	3	3	1
[09]	3	3	4	1
[10]	4	1	5	1
[11]	3	2	4	1
[12]	2	2	5	1
[13]	3	2	4	1
[14]	2	3	5	4
[15]	5	3	2	1
[16]	3	4	5	1

Table 9.2 : Vocabulary--Scores Observed [Group 2]

N	[a1]	[a2]	[a3]	[a4]
[01]	4	4	5	1
[02]	4	1	5	1
[03]	4	2	3	2
[04]	5	1	3	1
[05]	5	2	5	1
[06]	4	1	3	1
[07]	4	3	4	2
[08]	2	1	5	3
[09]	2	2	5	2
[10]	5	2	5	2
[11]	3	3	4	2
[12]	4	5	3	1

Table 9.3 :Vocabulary--Scores Observed [Group 3]

N	[a1]	[a2]	[a3]	[a4]
[01]	5	2	4	1
[02]	5	3	4	1
[03]	4	4	3	1
[04]	5	3	5	1
[05]	3	2	5	1

Table 9.4 : vocabulary--Scores Observed [Group 4]

N	[a1]	[a2]	[a3]	[a4]
[01]	4	4	3	1
[02]	5	5	5	1
[03]	4	2	2	3
[04]	4	2	5	1
[05]	4	4	5	2

Table 9.5 : Listening -- Scores Observed [Group 1]

N	[a1]	[a2]	[a3]	[a4]	[a5]	[a6]
[01]	4	2	2	2	3	4
[02]	3	2	4	3	5	3
[03]	4	5	4	5	3	3
[04]	5	3	4	4	4	5
[05]	2	2	5	2	5q	3
[06]	5	3	4	4	2	2
[07]	5	1	2	4	2	2
[08]	5	2	5	2	3	1
[09]	4	2	3	1	2	1
[10]	5	2	1	2	3	5
[11]	2	3	4	2	5	2
[12]	4	2	5	3	5	5
[13]	4	3	5	4	5	4
[15]	.	.	.	.	.	.
[16]	.	.	.	.	.	.

Table 9.6 : Listening --Scores observed [Group 2]

N	[a1]	[a2]	[a3]	[a4]	[a5]	[a6]
[01]	4	4	5	4	4	3
[02]	5	2	4	3	4	2
[03]	5	2	4	3	1	1
[04]	3	1	3	1	3	5
[05]	4	5	5	4	3	1
[06]	2	2	3	2	4	1
[07]	4	2	3	2	3	4
[08]	4	5	3	2	3	4
[09]	5	2	5	5	6	4
[10]	4	5	3	2	5	3
[11]	3	4	3	3	4	3
[12]	2	3	3	5	4	2

Table 9.7 : Listening--Scores Observed [Group 3]

N	[a1]	[a2]	[a3]	[a4]	[a5]	[a6]
[01]	2	2	5	1	3	2
[02]	5	2	4	2	2	5
[03]	4	3	4	3	4	3
[04]	5	5	5	2	5	4
[05]	5	2	3	3	5	4

Table 9.8 : Listening -- Scores Observed [Group 4]

N	[a1]	[a2]	[a3]	[a4]	[a5]	[a6]
[01]	3	4	3	4	3	3
[02]	3	5	5	5	4	3
[03]	2	2	3	3	2	3
[04]	5	1	2	2	5	5
[05]	4	5	4	5	5	2

Table 9.9 : Speaking --Scores Observed [Group 1]

N	[a1]	[a2]	[a3]	[a4]	[a5]	[a6]
[01]	3	2	4	2	4	2
[02]	3	4	4	3	3	5
[03]	2	5	5	4	1	5
[04]	1	5	1	4	2	5
[05]	1	5	4	2	3	5
[06]	4	5	3	5	3	5
[07]	2	4	2	1	5	5
[08]	1	4	2	2	2	5
[09]	1	4	4	2	1	5
[10]	1	4	4	4	2	5
[11]	3	4	3	2	1	2
[12]	2	3	4	1	2	1
[13]	1	5	4	2	5	4
[14]	1	5	4	2	5	4
[15]	3	5	4	1	3	5
[16]	2	5	5	2	2	5

Table 9.10 : Speaking -- Scores Observed [Group 2]

N	[a1]	[a2]	[a3]	[a4]	[a5]	[a6]
[01]	4	5	5	4	5	4
[02]	3	5	5	3	2	2
[03]	1	5	5	2	1	5
[04]	1	5	2	5	1	5
[05]	2	4	4	3	1	4
[06]	2	4	2	1	2	3
[07]	4	2	4	2	4	4
[08]	2	5	2	3	1	4
[09]	4	5	1	5	2	5
[10]	3	4	3	2	2	1
[11]	4	2	3	2	4	3
[12]	1	4	5	3	2	1

Table 9.11 : Speaking -- Scores Observed [Group 3]

N	[a1]	[a2]	[a3]	[a4]	[a5]	[a6]
[01]	1	5	5	1	1	5
[02]	3	5	4	5	2	5
[03]	2	4	3	2	2	4
[04]	3	5	2	2	2	5
[05]	3	4	3	1	3	5

Table 9.12 : Speaking -- Scores Observed [Group 4]

N	[a1]	[a2]	[a3]	[a4]	[a5]	[a6]
[01]	3	4	3	2	3	3
[02]	3	5	5	2	3	1
[03]	4	1	4	3	3	2
[a4]	1	5	4	2	2	5
[a5]	4	2	4	1	4	2

Table 13 : Reading -- Scores Observed [Group 1]

N	[a1]	[a2]	[a3]	[a4]	[a5]	[a6]	[a7]	[a8]	[a9]	[a10]
[01]	4	2	4	2	1	2	3	3	4	2
[02]	2	4	5	2	3	3	3	2	5	3
[03]	5	5	5	3	3	4	5	3	3	1
[04]	4	5	4	1	3	2	4	4	4	2
[05]	2	2	5	1	4	2	4	1	4	1
[06]	5	3	5	4	2	2	4	1	4	1
[07]	5	2	5	3	3	2	3	4	5	2
[08]	4	3	3	2	2	3	2	3	2	1
[09]	2	1	4	2	2	2	1	1	4	1
[10]	3	2	4	1	2	2	3	2	4	1
[11]	3	2	4	2	3	2	3	2	3	1
[12]	2	3	1	1	1	1	1	2	4	1
[13]	2	3	5	2	4	2	5	2	5	1
[14]	5	1	5	2	2	2	4	4	5	1
[15]	5	1	5	1	1	3	5	3	5	1
[16]	5	2	5	2	4	4	4	5	4	1

Table 9.14 : Reading -- Scores Observed [Group 2]

N	[a1]	[a2]	[a3]	[a4]	[a5]	[a6]	[a7]	[a8]	[a9]	[a10]
[01]	4	2	5	4	2	2	3	4	5	1
[02]	5	1	5	2	3	1	1	1	4	1
[03]	4	2	1	1	4	1	1	5	5	1
[04]	5	3	1	1	5	1	5	2	5	1
[05]	2	4	5	2	4	2	4	1	4	2
[06]	4	5	5	3	3	1	4	3	2	1
[07]	4	2	4	2	2	3	3	3	4	1
[08]	4	5	5	4	3	1	4	2	5	3
[09]	4	2	5	1	2	2	2	4	2	1
[10]	2	4	3	1	3	1	2	3	4	1
[11]	2	4	3	3	5	4	3	2	4	3
[12]	3	2	4	2	3	4	1	2	4	3

Table 9.15 : Reading -- Scores Observed [Group 3]

N	[a1]	[a2]	[a3]	[a4]	[a5]	[a6]	[a7]	[a8]	[a9]	[a10]
[01]	3	2	5	2	3	1	.	.	3	1
[02]	5	3	5	1	4	3	4	5	5	1
[03]	4	3	4	2	2	2	2	1	4	1
[04]	5	5	5	4	4	2	2	2	2	1
[05]	4	3	3	2	5	3	2	2	5	1

Table 9.16 : Reading -- Scores Observed [Group 4]

N	[a1]	[a2]	[a3]	[a4]	[a5]	[a6]	[a7]	[a8]	[a9]	[a10]
[01]	3	4	3	4	4	3	4	3	3	4
[02]	5	3	4	1	4	2	4	2	4	1
[03]	1	4	4	4	1	3	2	2	2	3
[04]	5	1	5	1	5	2	4	4	4	1
[05]	4	2	2	2	1	4	2	2	2	1

Table 9.17 : Writing -- Scores Observed [Group 1]

N	a1	a2	a3	a4	a5	a6	a7	a8	a9	10	11	12	13
01]	4	3	4	3	2	4	3	2	2	3	2	3	3
02]	4	5	2	5	4	4	3	3	4	5	2	5	3
03]	5	5	2	5	4	5	5	1	3	5	1	4	5
04]	3	4	2	3	4	4	5	2	4	.	2	2	3
05]	2	2	1	5	3	2	2	2	5	5	1	3	2
06]	4	5	2	4	3	3	3	1	5	5	2	4	3
07]	5	5	2	1	1	4	2	3	2	5	1	5	5
08]	5	4	3	4	3	3	3	2	2	3	1	2	2
09]	2	.	2	4	1	4	2	2	4	4	1	2	2
10]	2	4	1	1	1	3	2	1	3	3	1	3	2
11]	3	4	1	3	3	2	4	2	3	3	1	2	2
12]	2	3	4	3	1	4	1	1	3	3	2	2	4
13]	4	4	1	2	3	3	4	3	3	4	2	5	4
14]	3	4	1	5	4	4	4	4	5	5	3	4	3
15]	1	2	1	1	3	4	5	2	1	5	1	3	3
16]	5	4	1	5	5	5	5	1	4	5	1	4	5

Table 9.18 : Writing -- Scores Observed [Group 2]

N	a1	a2	a3	a4	a5	a6	a7	a8	a9	10	11	12	13
01]	4	2	1	5	4	5	3	1	3	4	2	4	5
02]	5	5	2	1	4	4	2	1	2	2	2	3	5
03]	2	3	1	5	5	1	3	1	5	5	1	4	4
04]	1	5	1	5	5	1	4	1	3	4	1	5	1
05]	3	5	1	4	3	3	3	2	4	4	1	2	3
06]	5	2	2	4	3	5	2	2	4	5	2	4	5
07]	5	4	2	5	4	5	4	2	4	5	1	2	2
08]	5	5	1	5	5	5	5	4	5	5	2	1	1
09]	5	5	4	5	4	4	4	2	4	4	1	2	2
10]	4	5	1	3	4	1	5	2	1	5	1	5	2
11]	3	4	2	5	4	4	3	2	3	4	2	3	5
12]	.	.	.	2	4	3	3	2	1	3	2	3	5

Table 9.19 : Writing--Scores Observed [Group 3]

N	a1	a2	a3	a4	a5	a6	a7	a8	a9	10	11	12	13
01]	1	2	1	3	5	1	5	2	2	2	1	2	4
02]	4	5	1	5	5	4	4	1	3	5	1	4	4
03]	4	3	2	1	3	3	4	2	3	5	2	3	3
04]	5	5	1	1	2	2	4	1	2	1	1	2	2
05]	3	5	1	5	3	3	3	3	3	4	1	3	3

Table 9.20 : Writing -- Scores Observed [Group 4]

N	a1	a2	a3	a4	a5	a6	a7	a8	a9	10	11	12	13
01]	2	2	4	4	2	2	3	2	3	4	2	3	3
02]	5	5	2	4	3	2	4	2	4	5	2	4	4
03]	4	3	2	2	2	3	2	2	2	2	2	2	2
04]	3	5	2	5	5	5	5	1	2	5	1	5	5
05]	4	1	1	1	2	4	1	2	3	1	1	1	1

Table 9.21 : Pronunciation -- Scores observed [Group 1]

N	[a1]	[a2]	[a3]	[a4]	[a5]	[a6]	[a7]
[01]	4	4	4	4	4	2	2
[02]	4	4	5	3	5	3	3
[03]	5	5	5	4	5	5	4
[04]	5	3	4	3	3	3	4
[05]	3	4	3	4	3	2	2
[06]	5	4	5	2	5	4	4
[07]	4	5	5	5	5	4	5
[08]	2	5	2	3	4	3	5
[09]	2	4	4	4	4	1	2
[10]	4	5	4	5	3	4	4
[11]	2	3	2	2	2	3	3
[12]	4	5	5	5	4	4	2
[13]	5	4	5	4	5	4	4
[14]	4	5	4	5	5	3	3
[15]	4	3	3	4	5	5	.
[16]	5	1	4	4	5	4	4

Table 9.22 : Pronunciation -- Scores Observed [Group 2]

N	[a1]	[a2]	[a3]	[a4]	[a5]	[a6]	[a7]
[01]	4	5	5	2	4	5	5
[02]	1	2	4	5	3	5	5
[03]	5	4	5	5	5	5	5
[04]	1	4	4	2	3	2	4
[05]	2	2	4	1	3	4	4
[05]	2	2	4	1	3	4	4
[06]	4	2	4	3	4	4	3
[07]	5	5	5	4	4	5	5
[08]	5	5	5	5	4	4	5
[09]	2	5	4	1	5	5	2
[10]	3	5	3	4	5	5	5
[11]	4	3	4	5	5	5	5
[12]	4	4	4	5	4	3	2

Table 9.23 : Pronunciation -- Scores Observed [Group 3]

N	[a1]	[a2]	[a3]	[a4]	[a5]	[a6]	[a7]	
[01]	5	2	3	2	5	5	5	
[02]	4	5	5	4	4	5	5	
[a3]	3	4	3	4	4	5	5	
[a4]	2	3	3	4	3	5	5	
[a5]	3	4	3	4	3	3	5	

Table 9.24 :Pronunciation -- Scores Observed [Group 4]

N	[a1]	[a2]	[a3]	[a4]	[a5]	[a6]	[a7]
[01]	2	3	2	4	4	2	2
[02]	3	4	5	5	5	4	5
[03]	3	3	3	3	3	3	3
[04]	2	5	2	5	3	5	5
[05]	3	1	3	3	5	5	1

Table 9.25 : Grammar -- Scores Observed [Group 1]

N	[a1]	[a2]	[a3]	[a4]	[a5]	[a6]
[01]	3	3	2	3	2	4
[02]	3	4	3	5	4	5
[03]	4	5	4	4	4	1
[04]	3	3	5	3	3	5
[05]	2	2	2	2	2	5
[06]	5	5	3	3	5	5
[07]	1	5	3	5	5	5
[08]	1	2	2	3	4	5
[09]	.	4	2	2	4	4
[10]	1	2	3	4	2	4
[11]	1	3	2	3	2	3
[12]	2	3	4	2	4	4
[13]	1	3	4	3	4	5
[14]	3	5	4	4	5	5
[15]	3	2	3	3	2	5
[16]	4	3	4	3	4	5

Table 9.26 : Grammar -- Scores Observed [Group 2]

N	[a1]	[a2]	[a3]	[a4]	[a5]	[a6]
[01]	1	2	4	3	4	4
[02]	4	2	3	4	5	5
[03]	1	5	1	5	2	5
[04]	1	2	3	4	4	5
[05]	2	4	3	4	2	5
[06]	2	4	2	2	4	2
[07]	2	4	3	5	3	5
[08]	5	3	3	4	5	5
[09]	5	2	2	4	4	5
[10]	4	3	3	5	4	5
[11]	5	3	4	2	4	2
[12]	5	3	3	2	4	3

Table 9.27 :Grammar -- Scores Observed [Group 3]

N	[a1]	[a2]	[a3]	[a4]	[a5]	[a6]
[01]	2	1	2	2	2	3
[02]	3	5	4	5	4	5
[03]	2	1	4	3	3	4
[04]	4	2	2	5	2	5
[05]	4	3	4	4	3	3

Table 9.28 : Grammar--Scores Observed [Group 4]

N	[a1]	[a2]	[a3]	[a4]	[a5]	[a6]
[01]	2	3	4	3	3	4
[02]	3	5	1	5	2	4
[03]	4	2	5	2	4	3
[04]	1	2	5	5	4	5
[05]	4	3	3	1	3	4

Table 9.29 : Attitude to the Teacher of English -- Scores Observed [Group 21]

N	[a1]	[a2]	[a3]	[a4]	[a5]	[a6]	[a7]	[a8]
[01]	3	3	2	3	3	3	3	3
[02]	4	3	4	1	1	2	1	5
[03]	4	2	4	2	3	1	2	4
[04]	5	1	1	1	5	1	1	2
[05]	3	3	1	3	3	2	3	2
[06]	3	2	1	4	2	3	3	4
[07]	4	3	3	1	3	2	1	3
[08]	3	2	1	2	3	2	2	1
[09]	5	3	4	1	5	1	1	4
[10]	5	2	4	4	5	1	1	4
[11]	3	2	3	2	4	3	2	3
[12]	4	3	2	2	2	2	2	4
[13]	3	3	3	2	3	2	1	3
[14]	1	2	3	1	2	3	1	5
[15]	5	1	1	2	5	1	1	5
[16]	4	2	1	1	4	1	2	4

Table 9.30 : Attitude to Teachers of English -- Scores Observed [Group 2]

N	[a1]	[a2]	[a3]	[a4]	[a5]	[a6]	[a67]	[a8]
[01]	4	3	2	2	4	2	1	2
[02]	4	5	3	2	3	2	2	2
[03]	2	1	1	3	1	.	1	1
[04]	4	2	2	4	4	2	2	2
[05]	.	.	.	.	.	.	.	.
[06]	5	3	2	1	3	2	1	4
[07]	5	3	3	1	3	1	1	3
[08]	5	1	3	2	2	1	1	4
[09]	4	3	2	2	4	2	2	4
[10]	5	1	4	1	4	2	2	2
[11]	3	2	3	2	4	2	1	5
[12]	5	1	4	1	4	3	1	2

Table 9.31 : Attitude to Teachers of English -- Scores Observed [Group 3]

N	[a1]	[a2]	[a3]	[a4]	[a5]	[a6]	[a7]	[a8]
[01]	4	3	2	1	3	5	4	2
[02]	4	2	2	2	3	2	1	2
[03]	5	2	2	1	3	2	1	4
[04]	5	3	1	4	4	2	2	2
[05]	4	2	3	2	2	1	2	2

Table 9.32 : Attitude to Teachers of English -- Scores Observed [group 4]

N	[a1]	[a2]	[a3]	[a4]	[a5]	[a6]	[a7]	[a8]
[01]	3	3	3	3	4	3	1	5
[02]	4	1	2	1	3	1	1	1
[03]	4	3	3	3	4	2	4	4
[04]	5	3	3	1	5	1	1	3
[05]	3	2	3	2	4	2	2	3

Table 9.33 : Methods -- Scores Observed [Group 1]

N	[a1]	[a2]	[a3]	[a4]	[a5]	[a6]	[a7]	[a8]	[a9]	[a10]
[01]	2	4	2	2	2	3	3	2	2	1
[02]	2	2	4	4	5	4	3	2	2	5
[03]	2	3	4	5	5	3	3	5	5	5
[04]	3	4	5	5	2	3	1	3	4	5
[05]	3	5	4	5	4	3	2	4	2	5
[06]	2	4	4	5	5	4	2	5	2	5
[07]	2	4	4	4	5	3	4	4	1	5
[08]	2	3	4	1	2	5	2	2	3	1
[09]	2	2	4	5	4	4	4	4	2	5
[10]	5	4	2	5	4	1	4	5	3	5
[11]	2	1	4	4	3	3	4	4	3	5
[12]	2	2	4	5	5	4	5	5	4	5
[13]	4	2	4	5	4	2	3	3	1	5
[14]	2	5	3	3	3	4	4	3	5	2
[15]	5	1	5	4	5	3	1	1	2	5
[16]	2	4	4	3	3	2	2	3	4	5

Table 9.34 : Methods -- Scores Observed [Group 2]

N	[a1]	[a2]	[a3]	[a4]	[a5]	[a6]	[a7]	[a8]	[a9]	[a10]
[01]	2	5	2	4	5	2	4	5	4	5
[02]	4	2	3	4	4	1	1	5	3	5
[03]	5	2	2	5	5	1	1	4	4	5
[04]	2	3	2	5	4	2	4	4	2	5
[05]	4	3	3	4	4	1	3	5	2	5
[06]	4	2	4	4	2	1	2	5	3	4
[07]	5	4	5	5	5	3	4	5	2	5
[08]	5	2	5	5	4	1	1	4	5	5
[09]	4	2	4	5	4	2	4	4	3	4
[10]	5	5	4	5	2	1	2	.	.	5
[11]	5	4	3	4	3	1	2	4	3	4
[12]	4	2	4	5	4	1	4	5	2	5

Table 9.35 : Methods -- Scores Observed [Group 3]

N	[a1]	[a2]	[a3]	[a4]	[a5]	[a6]	[a7]	[a8]	[a9]	[a10]
[01]	1	2	5	1	2	5	5	1	1	1
[02]	4	4	4	4	2	2	2	5	4	5
[03]	2	4	4	4	4	2	4	4	4	4
[04]	5	5	4	5	4	2	4	5	5	5
[05]	2	5	4	5	5	2	4	4	4	4

Table 9.36 : Methods -- Scores Observed [Group 4]

N	[a1]	[a2]	[a3]	[a4]	[a5]	[a6]	[a7]	[a8]	[a9]	[a10]
[01]	5	2	4	4	5	2	3	5	5	4
[02]	5	2	4	4	5	1	2	4	4	5
[03]	4	3	4	5	4	2	4	4	4	4
[04]	2	2	5	4	5	2	1	4	4	4
[05]	2	2	4	4	4	2	4	4	4	4

Table 9.37 : Syllabus -- Scores Observed [Group 1]

N	[a1]	[a2]	[a3]	[a4]	[a5[	[a6]
[01]	3	3	3	4	4	3
[02]	4	5	4	5	2	3
[03]	4	5	5	4	4	5
[04]	5	5	5	4	2	2
[05]	4	4	3	3	1	5
[06]	5	4	4	5	4	5
[07]	5	4	3	3	4	1
[08]	3	3	4	2	2	3
[09]	4	4	5	4	4	4
[10]	3	5	3	4	2	4
[11]	4	5	4	3	2	4
[12]	4	5	5	5	4	5
[13]	5	4	4	4	4	3
[14]	4	4	4	4	5	4
[15]	1	3	5	5	1	1
[16]	4	4	2	5	2	4

Table 9.38 : Syllabus -- Scores Observed [Group 2]

N	[a1]	[a2]	[a3]	[a4]	[a5]	[a6]
[01]	4	5	3	4	4	5
[02]	4	4	3	2	2	3
[03]	4	4	2	4	1	1
[04]	3	4	4	4	3	4
[05]	5	5	4	5	4	4
[06]	5	4	3	4	2	4
[07]	5	5	4	5	5	5
[08]	5	5	5	4	5	4
[09]	4	4	4	4	4	4
[10]	4	4	5	3	5	5
[11]	4	3	4	2	3	4
[12]	5	4	4	2	4	4

Table 9.39: Syllabus -- Scores Observed [Group 3]

N	Obs.	Mean	Std.dev.	Min.	Max.	Var. %
[01]	3	2	3	1	4	2
[02]	4	3	4	5	3	4
[03]	4	5	4	5	4	4
[04]	4	4	2	5	3	5
[05]	4	5	2	5	54	5

Table 9.40 : Syllabus -- Scores Observed [Group 4]

N	[a1]	[a2]	[a3]	[a4]	[a5]	[a6]
[01]	4	5	4	3	4	5
[02]	4	5	5	2	3	3
[03]	3	3	3	3	3	3
[04]	5	5	2	5	2	5
[05]	2	4	4	4	2	4

Table 9.41 : School Problems of ELT -- Scores Observed [Group 1]

N	[a1]	[a2]	[a3]	[a4]	[a5]	[a6]	[a7]	[a8]	[a9]	[a10
[01]	1	4	2	4	2	2	3	4	4	4
[02]	5	2	4	5	4	2	5	4	2	5
[03]	5	3	3	1	1	1	2	3	3	2
[04]	5	2	4	4	2	2	3	4	5	5
[05]	2	3	2	3	3	2	2	3	3	4
[06]	5	3	2	3	4	3	1	3	4	5
[07]	2	4	3	3	3	3	3	4	4	5
[08]	1	4	2	4	3	2	3	4	4	5
[09]	5	2	4	4	4	3	4	3	1	5
[10]	5	3	3	5	4	2	2	2	4	4
[11]	5	4	3	1	3	3	3	4	3	4
[12]	2	4	2	5	3	2	3	4	4	4
[13]	5	3	3	3	3	3	4	5	5	4
[14]	4	2	3	1	4	2	3	3	5	5
[15]	1	3	1	5	2	3	5	5	4	1
[16]	1	4	2	4	2	2	4	4	4	5

Table 9.42 : School problems of ELT --Scores Observed [Group 2]

N	[a1]	[a2]	[a3]	[a4]	[a5]	[a6]	[a7]	[a8]	[a9]	[a10
[01]	4	2	4	4	4	2	2	4	5	5
[02]	3	4	3	4	2	1	4	5	4	5
[03]	1	5	1	3	2	1	5	5	5	5
[04]	3	5	2	4	2	2	4	4	4	4
[05]	1	5	3	5	3	2	2	4	4	5
[06]	2	3	4	4	4	3	4	2	2	4
[07]	4	2	4	3	3	3	2	4	4	5
[08]	5	1	4	1	3	1	4	3	5	5
[09]	4	3	4	2	2	4	5	2	4	4
[10]	5	3	4	2	4	4	1	5	1	5
[11]	3	2	3	2	3	2	4	4	4	4
[12]	5	2	4	4	2	2	2	4	4	5

Table 9.43 : School Problems of ELT -- Scores Observed [Group 3]

N	[a1]	[a2]	[a3]	[a4]	[a5]	[a6]	a[7]	[a8]	[a9]	[a10
[01]	1	5	5	4	4	2	4	5	2	5
[02]	3	4	3	2	3	2	5	4	3	5
[03]	3	4	2	4	3	2	3	4	4	4
[04]	3	4	3	5	3	3	1	5	5	5
[05]	3	4	2	2	4	3	2	4	3	5

Table 9.44 : School problems of ELT -- Scores Observed [Group 4]

N	[a1]	[a2]	[a3]	[a4]	[a5]	[a6]	[a7]	[a8]	[a9]	[a10
[01]	5	4	3	3	3	4	4	4	3	3
[02]	3	4	4	5	3	1	5	5	4	5
[03]	4	2	4	3	2	3	2	2	3	4
[04]	4	3	4	1	4	3	4	4	5	5
[05]	2	4	2	2	4	2	4	2	2	4

Table 9.45 : Source -- Scores Observed [Group 1]

N	[a1]	[a2]	[a3]	[a4]
[01]	3	3	4	3
[02]	4	3	4	5
[03]	2	4	5	1
[04]	2	2	5	4
[05]	4	2	4	3
[06]	2	1	3	4
[07]	2	4	5	5
[08]	4	3	3	1
[09]	2	1	4	2
[10]	5	1	2	4
[11]	2	3	3	4
[12]	5	2	3	1
[13]	4	3	5	1
[14]	5	4	2	1
[15]	4	3	2	3
[16]	4	2	3	2

Table 9.46 : Source -- Scores Observed [Group 2]

N	[a1]	[a2]	[a3]	[a4]
[01]	4	5	3	2
[02]	5	4	1	1
[03]	4	2	1	3
[04]	3	3	4	1
[05]	5	1	1	1
[06]	5	1	2	1
[07]	5	4	1	5
[08]	.	.	.	5
[09]	4	2	2	4
[10]	2	3	5	3
[11]	4	2	3	3
[12]	.	.	4	.

Table 9.47 : Source -- Scores Observed [Group3]

N	[a1]	[a2]	[a3]	[a4]
[01]	1	1	5	3
[02]	2	2	3	5
[03]	5	1	1	1
[04]	5	5	5	5
[05]	4	4	5	5

Table 9.48 : Source -- Scores Observed [group 4]

N	[a1]	[a2]	[a3]	`[a4]
[01]	4	3	2	2
[02]	5	1	1	1
[03]	4	3	1	2
[04]	4	3	2	1
[05]	4	4	2	3

Table 9.49 : Pedagogic Purpose -- Scores Observed [Group 1]

N	[a1]	[a2]	[a3]	[a4]
[01]	2	3	2	2
[02]	3	4	3	4
[03]	1	3	3	2
[04]	1	2	2	5
[05]	2	2	3	1
[06]	2	4	3	4
[07]	2	3	4	5
[08]	4	3	2	4
[09]	1	4	3	2
[10]	1	4	4	1
[11]	3	2	2	3
[12]	2	3	3	4
[13]	3	3	3	5
[14]	5	4	5	5
[15]	1	3	5	5
[16]	2	3	2	2

Table 9.50 : Pedagogic Purpose -- Scores Observed [Group 2]

N	[a1]	[a2]	[a3]	[a4]
[01]	3	5	4	4
[02]	4	4	4	3
[03]	3	2	1	1
[04]	1	1	3	3
[05]	4	4	4	4
[06]	1	4	5	1
[07]	4	4	2	3
[08]	4	5	5	5
[09]	2	4	4	4
[10]	4	3	3	5
[11]	3	2	2	4
[12]	4	3	5	2

Table 9.51 : Pedagogic Purpose -- Scores Observed [Group3]

N	[a1]	[a2]	[a3]	[a4]
[01]	1	2	2	2
[02]	4	3	3	4
[03]	3	3	3	3
[04]	4	5	4	5
[05]	4	4	4	1

Table 9.52 : Pedagogic Purposes -- Scores Observed [Group 4]

N	[a1]	[a2]	[a3]	[a4]
[01]	4	3	3	3
[02]	3	4	3	4
[03]	2	1	2	3
[04]	1	1	1	1
[05]	5	4	4	5

Table 9.53 : Medium -- Scores Observed [Group1]

N	[a1]	[a2]	[a3]	[a4]	[a5]	[a6]
[01]	3	3	3	4	4	4
[02]	4	3	3	3	3	4
[03]	4	2	2	5	3	3
[04]	5	2	2	3	2	3
[05]	3	2	1	2	2	3
[06]	4	3	2	4	2	3
[07]	4	4	2	5	1	2
[08]	3	2	1	1	4	2
[09]	3	4	2	5	.	4
[10]	1	4	3	2	5	4
[11]	3	2	1	3	5	4
[12]	4	2	1	1	1	1
[13]	4	1	2	3	3	5
[14]	4	5	1	1	1	1
[15]	5	3	1	3	1	3
[16]	2	2	1	2	3	4

Table 9.54 : Medium -- Scores Observed [Group 2]

N	[a1]	[a2]	[a3]	[a4]	[a5]	[a6]
[01]	5	2	2	4	5	5
[02]	4	4	3	2	4	4q
[03]	1	4	3	1	4	2
[04]	5	1	1	2	4	2
[05]	4	3	3	5	3	5
[06]	4	2	2	4	4	2
[07]	5	2	1	1	3	2
[08]	5	5	4	3	1	4
[09]	4	2	2	4	2	2
[10]	4	3	2	4	2	2
[11]	4	3	2	4	4	4
[12]	5	3	1	2	2	1

Table 9.55 : Medium -- Scores Observed [Group 3]

N	[a1]	[a2]	[a3]	[a4]	[a5]	[a6]
[01]	3	1	2	2	2	2
[02]	4	4	3	5	2	4
[03]	3	3	3	3	3	3
[04]	5	3	3	3	2	5
[05]	5	5	4	4	4	4

Table 9.56 : Medium --Scores Observed [Groups 4]

N	[a1]	[a2]	[a3]	[a4]	[[[a5]	[a6]
[01]	3	3	2	3	3	4
[02]	5	4	1	5	2	4
[03]	3	3	1	3	2	2
[04]	4	3	1	1	2	3
[05]	4	3	1	1	3	1

Table 9.57 : Use -- Scores Observed [Group1]

N	[a1]	[a2]	[a3]	[a4]	[a5]
[01]	3	3	3	3	.
[02]	4	3	4	5	5
[03]	4	5	5	5	4
[04]	1	4	4	5	2
[05]	1	2	3	4	2
[06]	3	3	4	4	5
[07]	4	5	5	5	2
[08]	5	3	2	3	2
[09]	2	3	3	4	4
[10]	1	4	5	5	4
[11]	4	4	3	2	2
[12]	3	2	3	4	3
[13]	2	4	4	4	4
[14]	5	3	5	4	2
[15]	1	5	5	5	5
[16]	2	2	2	2	2

Table 9.58 : Use -- Scores Observed [Group2]

N	[a1]	[a2]	[a3]	[a4]	[a5]
[01]	5	4	3	4	4
[02]	3	2	4	2	2
[03]	3	2	2	2	1
[04]	1	4	3	4	2
[05]	3	3	4	3	4
[06]	2	4	2	5	5
[07]	5	3	2	2	4
[08]	5	3	3	2	2
[09]	4	4	4	4	2
[10]	3	5	5	4	4
[11]	4	3	4	3	3
[12]	5	4	3	4	3

Table 9.59 Use -- scores Observed [group 3]

N	[a1]	[a2]	[a3]	[a4]	[a5]
[01]	1	3	3	3	2
[02]	3	5	4	4	3
[03]	4	3	2	1	1
[04]	4	4	4	5	5
[05]	5	5	5	5	4

Table 9.60 : Use -- Scores Observed [Group4]

N	[a1]	[a2]	[a3]	[a4]
[01]	4	3	3	3
[02]	3	4	3	4
[03]	2	1	2	3
[04]	1	1	1	1
[05]	5	4	4	5

Table 9.61 : Content-- Scores Observed [Group1]

N	[a1]	[a2]	[a3]	[a4]
[01]	.	.	.	.
[02]	3	5	4	5
[03]	2	5	5	3
[04]	4	5	5	3
[05]	4	2	1	3
[06]	3	3	2	3
[07]	3	4	3	5
[08]	2	1	4	2
[09]	4	4	2	3
[10]	4	1	4	2
[11]	3	2	3	2
[12]	3	2	4	1
[13]	4	3	1	2
[14]	4	2	5	2
[15]	5	5	1	3
[16]	2	1	4	1

Table 9.62 : Content -- Scores Observed [Group 2]

N	[a1]	[a2]	[a3]	[a4]
[01]	4	2	5	4
[02]	3	4	4	2
[03]	1	1	5	1
[04]	2	4	2	4
[05]	3	5	3	3
[06]	4	3	1	2
[07]	5	3	5	2
[08]	5	3	5	1
[09]	4	3	3	2
[10]	3	5	2	1
[11]	3	2	4	3
[12]	5	4	1	3

Table 9.63 : Content -- Scores Observed [Group 3]

N	[a1]	[a2]	[a3]	[a4]
[01]	2	2	2	3
[02]	4	3	3	4
[03]	4	3	3	3
[04]	3	4	1	5
[05]	5	5	4	5

Table 9.64 : Content -- Scores Observed [Group 4]

N	[a1]	[a2]	[a3]	[a4]
[01]	4	3	3	4
[02]	4	5	2	4
[03]	3	3	2	1
[04]	4	2	3	2
[05]	3	1	4	1