EFL Teachers' Practice of the Continuous Professional Development (CPD) Programme

/ With Special Reference to Some Selected Second Cycle Primary Schools in Dessie/

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A Thesis Presented to the Department of Foreign Languages and Literature

(Graduate Programme)

In partial Fulfillment of the Requirement for the Degree of Master of Arts in Teaching English as a Foreign Language (TEFL).

June, 2008

ADDIS ABABA UNIVERSITY

INSTITUTE OF LANGUAGE STUDIES

DEPARTMENT OF FOREIGN LANGUAGES AND LITERATURE

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Acknowledgements

I would like to express my heartfelt and sincere gratitude to my advisor Ato Tebebe Alemayehu for his invaluable guidance and advice.

I am very much indebted to Ato Mulugeta Teka who pinpointed me invaluable materials, and helped me in doing the statistical components of the study.

I am also greatly indebted to Ato Mulugeta Teka and Endabush Yirday who helped me in developing data gathering tools.

I would like to pass my sincere thanks to Ato Seid Endirs who assisted me as co-observed while I was conducting classroom observation.

I would like also to pass my sincere thanks to English teachers in Dessie primary second cycle for their cooperation in filling up the questionnaire participating in the interview, and allowing me to observe their classroom lesson and review their documents.

My sincere thanks go to English teachers for their cooperation in the pilot study.

I am also very much indebted to my wife, Wzo. Abaynesh Shebeshe, who encouraged and motivated me while I was doing this study.

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Abstract

The main objectives of this study were to investigate EFL teacher perception of the CPD pogramme and the practices of the CPD facets in actual classroom. The research participants were English language teachers in second cycle primary schools (Grade 7-8) attending the CPD programme, a professional development programme for all teachers. Questionnaire, interview, classroom observation and document analysis were mainly used as data collection instruments. Sixty-two teachers responded to the questionnaire, ten teachers were interviewed, thirty -two classrooms lesson were observed, sixteen lesson plans and mark lists, eight portfolios and action research document were analyzed.

The questionnaire and classroom observations data were analyzed using descriptive statistic, while the other data were analyzed qualitatively and presented using a narrative process. The results indicated that EFL teachers had fairly good perceptions about CPD programme. Their perceptions about teacher development were altered and their knowledge increased despite the variations according to age, experience and qualification. On the other hand, EFL teacher had dissatisfaction with course content and organization and delivery vs good perceptions about CPD. There was also a discrepancy between their espoused beliefs about the practice of CPD facets and their actual practices. It was concluded that EFL teachers perceptions were altered, and their knowledge increased, however, increased in knowledge did not lead to change in their classroom practice.

CHAPTER ONE

Introduction

1.1 Background of the Study

In second or foreign language education, the principal shift involved a move from the tenets of behaviourist psychology and structural linguistics towards cognitive and later, socio-cognitive psychology, and more contextualized and meaning based views of language (Jacobs and Farrell, 2001).

This shift has led to many changes in how second or foreign language teaching is conducted. The aspects of the shift in second or foreign language teaching are perhaps most popularly known as communicative language teaching which includes greater attention on learners' roles, process-oriented instruction, social nature of learning, individual differences, holistic learning, learner autonomy, importance of meaning rather than drills or rote learning and alternative assessment, and others (Jacobs and Farrell 2001).

The field of foreign language (FL) teacher education has traditionally relied on transmitting knowledge to the teacher candidate for future practice rather than implementing this knowledge during in-service classroom teaching (Freeman & Johnson, 1998).

Traditional pedagogical approaches to acquire the knowledge base for teaching are characterized by a transmission orientation. A transmissive pedagogy, however, has been found to be problematic in several respects. First, it treats teachers as *tabula rasa* and ignores the preexisting knowledge, beliefs, and experiences that teachers bring with them to a teacher development programme (Calderhead, 1991). Second, what transmission approaches aim at imparting to teachers is invariably knowledge about "good teaching" generated by "experts" from outside schools or the "generic principles of effective teaching" (Shulman, 1987). Such codified, decontextualized knowledge simplifies the complexity of teaching and gives rise to the theory/practice divide (Calderhead, 1991; Freeman & Johnson, 1998). Third, even when some value is granted to acquiring such knowledge, transmissive teaching forces students to stow away the transmitted knowledge in an inert, static, isolated, and disjointed form which makes it difficult to apply in the real world (Dewey, 1966).

Recognizing the inadequacy of knowledge transmission models of teacher practice, educationalists have long been advocating an alternative constructivist pedagogy which attempts to help teachers deconstruct their own prior knowledge and attitudes, comprehend how these understandings evolved, explore the effects they have on actions and behaviour, and consider alternative conceptions and premises that may be more serviceable in teaching. Critical analysis and structured reflection on formal course knowledge and everyday practical experience are incorporated.

To ensure the successful implementation of various foreign language education policies initiated to support the effort for quality education, it seems imperative to strengthen the contingent of EFL teachers both in quantity and in quality. Regarding the competencies of teachers, Kane (2002) contends that, in order to prepare teachers who are able to think critically about their work as teachers within the current political, cultural and social contexts teachers themselves need to be prepared to examine their own underlying theories, beliefs and assumptions about teaching and learning and be explicit about these with their students.

School reform and accountability initiatives call for a new role for professional development in the career paths of teachers. Professional development has become increasingly important as a way to ensure that teachers succeed in matching their teaching goals with their students' learning needs. In the case of second language teachers, professional development is needed to enable them to help their students develop proficiency in the target language and an understanding of the cultures associated with that language.

In order for professional development to be successful, it must be in line with research on teachers' career development and patterns of adult learning. An important consideration in professional development is the educational context in which it is carried out. Sparks (2002) argues that professional development should be embedded in the daily lives of teachers, with strong administrative support and use of strategies that are tailored to their specific needs. Pontz (2003) highlights minimum conditions that education for adults should meet in order to be effective: clarity of goals, adequate levels of challenge, capitalization on previous knowledge, sustainability over time, organizational support, and alignment of achievement with the goals set.

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

1.2 Statement of the Problem

The earlier EFL teacher education programmes were designed with a clear divide between theory and practice. Schon's (1987) "technical rationality" and Elliot's (1978) "rationalism" theory is a principle behind this type of course design, according to which the teacher is expected to learn given theories derived from university based research and study and then take this knowledge into the classroom to apply it in practice. Lewis (1993) criticizes this approach saying that extensive theoretical knowledge that precedes classroom experience often remains too abstract for teachers to see its relevance.

The Ministry of Education of the Federal Government of Ethiopia in its study "The Quality and Effectiveness of the Teacher Education System in Ethiopia" (MOE, 2002) reported research findings confirming deficient professional competence and unsatisfactory content knowledge of teachers and a mismatch between teacher education and school education in the country. The Ministry also reported that the teaching modes in general are lecture and question and answer.

In Ethiopia, as Livingstone (2001) explains, there is no arrangement for preparing teachers for their professional roles, albeit there is a need for them to be of quality, be highly competent and be educated for the specifics of their roles. As it has been stated in the TESO Handbook (2003), the current profiles of teachers do not match the profiles developed by the Ministry of Education (MOE) for teachers, especially the practical competencies such as leaner-centered and problem solving teaching methods, and this is due to the lack of professional development of teachers and their lack of knowledge of professional areas.

As the quality of education depends, to a great extent, on the quality of teachers who play a key role in the school system, teacher development programmes have an important place in the education system of any country as they are supposed to produce academically competent and professionally skilled individuals who can ensure effective implementation of school curriculum.

The Federal Government of Ethiopia has become aware of the various problems with teacher education practices and has shown a strong desire to reform the system (Ministry of Education, 2003). There is an increasing openness to new ideas and a greater willingness to learn from international experiences and developments in teacher education. Efforts at the national level have been made to offer strategies for the long-existing problems of our schools and teacher education programmes, identified in the study (MOE, 2002). It is in this context that the Ministry of Education has called for a complete Teacher Education System Overhaul (TESO). The Ministry has produced a national framework detailing strategies for the overhaul in five major areas: Pre-Service Teacher Education Programme, Pre-Service Selection Criteria, Teacher Educators, Continuous Professional Development and Special Upgrading Programmes.

The Ministry has also launched Continuous Professional Development (CPD) to help teachers upgrade their pedagogical skills, thereby licensing them. Currently, effective participation of teachers in CPD is used as criteria for the renewal of teaching licenses. Such efforts are likely to contribute to a favorable condition for revitalizing teacher education including EFL teacher education. In this vein, Continuous Professional Development (CPD) was suggested as a way of professionalizing teachers in 2004. As stipulated in the guideline, a continuous professional development for teachers is vital since teachers could not form the vanguard or spearhead of educational initiatives and innovations (MOE, 2004r). At present, all primary and secondary school teachers are participating in the study area. Therefore, this study is geared towards understanding EFL teachers' reactions to this action of professionalizing.

How teachers can be helped through effective pedagogical practice to acquire the knowledge base is an important question (Zeichner, 1993). Along these lines, the CPD programme has proposed a major focus, as part of the change, on reflective practice, active and interactive learning and learner-centered approach for which a theoretical basis is provided by social constructivism, a view of learning that involves learners to re-create their previous experiences

and their social interactions (Irugo, 2000; Wallace, 1991). This element assumes a shift from a traditional transmission model of learning to a more collaborative model in which the roles played by students and teachers should change. In this connection, cooperative learning should involve the use of group activities placing students at the centre of attention because this mode of learning offers them a means of taking on more rights and responsibilities for learning by exploring and interacting with the world.

These suggested changes can make the language courses bear a greater relevance to and thus contribute to professional preparation. As the reform called for here also entails the adoption of a constructivist approach in place of the traditional transmissive pedagogy in the instructional process, it is useful to incorporate into the programme many of the collaborative practices that practicing teachers adopt in their day-to-day professional work. If teacher education is genuinely to pursue the objective in promoting reflection, Calderhead (1987) recommends, course organization and support systems in schools should be carefully considered.

Teachers bring beliefs to a teacher education programme that influence what and how they learn. Kennedy (1990) argues that real and effective change in teacher practice occurs through a change in their beliefs as long as beliefs shape the way individuals behave. Student teachers also bring a variety of often conflicting experiences, beliefs and goals to the process of learning to teach. These beliefs may lead to the rejection of the information presented to them on the course, thus serving as a kind of filter (Johnston and Goettschl. 2000).

Therefore, it is very important to investigate the participants' beliefs about the CPD programme to know how much their belief negatively or positively contribute to the proper implementation of the programme.

1.3 Objective of the Study

The study generally attempted to address the following general objectives.

1. Examine the participants' (EFL teachers) perceptions of the continuous professional development (CPD) program.
2. Observe and analyses the practices of the participants vis–a–vis the facets of the CPD program.

In relation to the research issues and the general objectives of the research, the study generally attempted to address the following specific objectives.

1. Examine the participants' (EFL teachers) perceptions of objectives and usefulness of the continuous professional development (CPD) program.
2. Examine the participants' (EFL teachers) perceptions of the content and organization of the continuous professional development (CPD) program.
3. Examine the participants' (EFL teachers) espoused beliefs about the impacts the continuous professional development (CPD) program on their practices.
4. Assess the participants'(EFL teachers) practices in light of the facets of the CPD programme.

1.4 Research Questions

The study attempted to address the following major questions:

1. How do EFL teachers perceive the CPD program?
2. How do EFL teachers practice the facets of the CPD program?

To address the two major objectives, the research also attempted to answer the following minor questions:

a) How do EFL teachers perceive the objectives of the program?

b) How do EFL teachers perceive the usefulness of the program?

c) How do EFL teaches perceive the organization of the program courses?

d) Have teachers developed the behavior of reflective practitioners?

e) Do teachers apply active learning strategies in their teaching?

f) Do teachers use continuous assessment?

g) Do they manage group work activities?

1.5 Significance of the Study

Thus the results of this study are believed to be significant to:

i) Continuous professional development facilitators, cluster leaders, tutors, coordinators and the school communities at large by communicating meaning about the CPD program. The significance of the study lies in that it communicates how the program is perceived and put into effect by the participants.

ii) Researchers, policy-makers, officials by communicating knowledge about professional development pertinent to teachers. AS CPD, in its present form, is a new experience to our country, knowledge about it would be quite significant for those who are interested in it.

1.6 Scope of the Study

Teachers develop in various ways, and also factors facilitating or hindering teacher developments are many. This study is limited to teachers' perceptions of the CPD program and their practices of the facets of the program in their teaching performances.

1.7 Limitations of the Study

One obvious limitation of the present study is that all aspects of teacher development are not fully assessed. The second limitation is related to sample size used for this study purpose. The study is a small-scaled one involving only 62 EFL teachers from seventeen second cycle primary schools in Dessie. The reasons for focusing on the seventeen second cycle primary schools are convenience, economic and time constraints. Since the researcher knows most of the school directors and some of the teachers in these schools, he could obtain the required data easily. Besides, the seventeen schools are located within a short distance from one another, the time needed for collecting the data would be shorter and transportation fare is affordable.

CHAPTER TWO

Review of Literature

2.1. Introduction

A review of literature concerning continuous professional development (CPD) programme and its facets in this paper has tried to reveal the conceptual basis and present conditions of CPD in Ethiopia. Thus, this paper presents the review of literature by dividing it into two broad categories. The first one deals with the theoretical understanding of continuous professional development (CPD) in relation to teachers' professional development and in enhancing their competence. The second category provides us with information understanding the facets of the CPD programme which are supposed to improve teachers' classroom practices. The sequence of the review is presented in such away that readers can go through the general understanding of continuous professional development (CPD) and the particular themes incorporated in CPD courses as argued by scholars of the field.

2.2. Continuous Professional Development

Harmer (2001) explains that development may be a move from unconscious incompetence to conscious competence. In order for this to happen, we have to become aware of our incompetence and know that we have made it better. Most definitions of professional development emphasize its principal purpose as being the acquisition of subject or content knowledge and teaching skills (Holye, 1980, Jocye and Showers, 1980, cited in Day 1999). Including these, the definition given by Day (1999:4) goes beyond that:

> *Professional development consists of all natural learning experience and those conscious and planned activities which are intended to be of direct or indirect benefit to the individual, group or school and which contribute, through these, to the quality of education. It is the process by which, alone and with others, teachers review, renew and extend their commitment as change agents to the moral purpose of teaching; and by which they acquire and develop critically the knowledge, skills and emotional intelligence essential to good professional thinking, planning and practice with children*

From this perspective language teachers should not only be seen as carriers of knowledge about language and teaching techniques, but also as active and questioning professionals who are able to make generalizations and inferences from the basis of their practice (McDonough and Shaw, 2003). Through various task related activities language teachers can be proficient at translating curriculum aims into pedagogical objectives (Clark, 1987).

Diaz-Maggioli (2004) defined professional development as an ongoing learning process in which teachers engage voluntarily to learn how best to adjust their teaching to the learning needs of their students. Professional development is not a one-shot, one-size-fits-all event, but rather an evolving process of professional self-disclosure, reflection, and growth that yields the best results when sustained over time in communities of practice and when focused on job-embedded responsibilities.

Professional development focuses specifically on how teachers construct their professional identities in ongoing interaction with learners, by reflecting on their actions in the classroom and adapting them to meet the learners' expressed or implicit learning needs. The ultimate purpose of professional development is to promote effective teaching that results in learning gains for all students. These ideas are used in the study to analyze the nature of CPD in practice.

2.2.1. Rationale for Professional Development

Teacher education, like any other field in the 21st century, is evolving rapidly. It has become a field subject to differing perspectives. These perspectives usually arise out of the challenges as to how best teachers provide quality educational experiences for the students in their classes. The wave of teacher education changes has focused on as to how to address the complexities, ambiguities and uncertainties of teachers' work and of learning to teach (Kane, 2002) and thereby enhance the quality of teaching in school. In this vein, Avalos (2002) states that teacher education should move away from preparing teachers simply to manage a curriculum and produce specific learning results to focus on leading to an understanding of the wider social and cultural world in which teachers work. Teacher education programs, according to Long and Reigle (2002), should aim at developing teachers who have the capacity to consider evidence according to the reasoning processes and critical methods.

Professionals continually learn on the job because their work entails engagement in the succession cases, problems and projects, which they have to learn. As Hopkins (2002) states, since 1990, there has been a plethora of comprehensive changes. In spite of the dramatic increase in education reform efforts in most Western countries over the past decades, there have been an insufficient impact on levels of student achievement. The reason for this is that government policies do not address the importance of ongoing improvement of teachers. He argues that the crucial message appears to be that unless central reforms address context of teaching and learning, as well as capacity building at school level, within the context of external support, then the aspiration of reform will never be realized. This argument indicates that the importance of developing teachers professionally is indispensable. Others scholars (Pollard, 2005; Villegas-Reimers; 2003, Ho, et al, 2003: Deiz, 1996; Eraut 1994; Wallace 1991; Richards, 1991) also emphasize the importance of teachers development. Pollard (2005), for instance, states that professional development offers a great deal of professional fulfillment and enables teachers to build higher levels of expertise if it is undertaken in a sustained way with like-mined colleagues. Similarly, Villegas-Reimers (2003) also states that professional development experiences have a noticeable impact on teachers' work both in and out of the classroom. The purpose of this form of continuous professional development is well summarized by Eraunt (1972) cited in (Clark, 1987:85).

- To solve problems identified by schools
- To create extra manpower in the region ,i.e. teachers who can advise other schools and assist in-service teacher education
- To institutionalize the process of innovation in schools by helping them develop permanent mechanisms for self-evaluation and problems identification, together with development program.

Professional development in English language teaching is critical for at least five reasons:

1. The growing role of English in the world requires many more teachers who teach English need to be able to manage a much broader range of teaching responsibilities and increasingly diverse learner needs.

2. The wider understanding of language learning and language teaching have expanded our view of language teaching to focus on communicative competence rather than providing students with knowledge about the language (Brown 1994).

3. Training paradigms in academic and professional circles are changing: lines between academic and professional preparation are fading. Today, academic work in almost all fields of study is increasingly linked with real-world professional experience. ELT is no exception (Richards and Lockhart, 1994).

4. Effective English language teachers who are self-directed and want to understand the complexity of their task and that of their students are obliged to look carefully at their professional development in order to improve their experiences in classrooms.

5. ELT programs benefit from teachers who are current with the field. Such teachers might present ideas on a new technique or a summary of an article on a topic of interest and relevance to the group. In addition, teachers should be encouraged to participate in one or more of the many projects that teacher educators use: journals, peer observation and analysis of classes, paired research activities, and self-study. These opportunities boost the benefits which are at the core of a quality ELT program (Christison and Stoller, 1997). For teachers, these include increased instructional effectiveness, high morale, and job satisfaction. For students, the benefits include student satisfaction and effective, enjoyable learning. For program managers, the benefits include teacher and student retention.

Research evidence shows that professional development that is based on these features has an impact on teachers' beliefs and behavior (Villegas-Reimers, 2003. Eraut, 1994: Rudduck, 1998).

In Ethiopia, a professional development program for teachers endorsed as their competencies needed to realize the objectives of the education policy were found to be low. It is stated in the continuous professional development (CPD) program guideline that present teachers show distinct weaknesses in effectively implementing in their own teaching the practice of student-centered, assessment and active and participatory teaching. It further states that a program in these areas of practical, on-the-job support and assistance for all teachers will be provided and will sit alongside the continuous professional development (CPD) (MOE, 2004).

As stated in the CPD guideline (MOE, 2004), the Education and Training Policy (ETP) set challenging targets for the development of education in terms of access, equity and relevance. It also set high standards for teachers and described a new approach to education. At the heart of this new approach was the promotion of more active learning, problem-solving and student-centered teaching methods.

The guideline further states that there is a gap between policy demands and the skill of teachers. From frequent observations and survey studies, it has been found that teachers are poorly educated and they still rely on traditional and teacher-centered methods. According to the guideline, the reason for this is that there are limited or no staff development opportunities at the school level or any other supporting mechanism that will enable teachers to use active learning methods in the classroom. There is no comprehensive and inbuilt in-service program put in place as a system to operate.

Thus, CPD has been introduced as a process and system of learning, experiencing and sharing throughout a teacher's career. All serving teachers and head teachers should have the right of access to high quality and relevant continuous professional development opportunities. It is also essential that in order to make educational improvements, teachers must take advantage of these opportunities to ensure that participation in staff development activities result in change and in measurable improvement in schools.

Based on these arguments, the overall objectives of the continuous professional program, as stated in the CPD guideline (MOE, 2004:4), are that all teachers will:

- Understand the need for continuing improvement and develop the attitude to engage positively with CPD opportunities.
- Have access to the high quality of the CPD programs.
- Have the opportunity to develop and improve their professional skills and knowledge in a systematic way.
- Have an understanding of current national issues and practices.
- Remain competent and up-to date, in their own levels of specialty and expertise through a compulsory on-going program of staff development to opportunities designed to meet the needs of both schools and individual teachers.

- Consider CPD as integral part of their evaluation, licensing and careener development.

As a whole, "CPD will remain part of the fabric of every school and contribute to the quality of education" (MOE, 2004).

2.2.2. Assumptions and Philosophy underlying CPD

These days, the following features characterize professional development, according to Villegas-Remiers (2003):

- ❖ It is based on constructivism rather than transmission oriented model.
- ❖ It is perceived as a long-term process as it acknowledges the fact that teachers learn over time.
- ❖ It is perceived as a process that takes place within a particular context.
- ❖ A teacher is conceived of as a reflective practitioner.
- ❖ It is perceived as a collaborative process.

Teachers operate neither by whim nor by hard and fast-rules, but rather by maxims (Richards, 1996) by practical theories (Sanders and McCutcheon, 1986; Richards, 2001) or subjective theories (Grotjahn, 1991). Pennington (2001) states that teachers construct these maxims as an interaction of externally provided knowledge and classroom experience with personal characteristics, in what Schon (1983) has called reflection-in-action cycle that builds professional practice. Teaching must therefore be recognized 'as a socially constructed activity that required the interpretation and negotiation of meanings embedded within the context of the classroom' (Johnson, 1996:24) It is also socially embedded in the sense that teachers' knowledge of teaching is constructed through experiences in and with members of the teaching profession' (ibid)

Moreover, Freeman (1992) argues that teacher development is essentially about teachers' conceptions of teaching, how they think about and carry out what they do in classrooms. There are a number of important implications of this point of view for how we approach the process of teacher education and development (Richards, 1991):

(i) Teachers are not viewed as entering the program with deficiencies. Although there are obviously areas of content that teachers may not be familiar with, and may wish

to learn about, more emphasis is placed on what teachers know and do, and providing tools with which they can more fully explore their own beliefs, attitudes and practices.

(ii) While teacher development acknowledges a theory of teaching as central to the process of planning and implementing a teacher development program, such a theoretical basis serves not as a sources of doctrine which is used to shape and modify teachers, bring them more closely to an ideal model, but serves as a starting point -- helps teachers explore, define, and clarify their own classroom processes, and their individual theories of teaching and learning.

(iii) The program does not start with the idea that teachers must change or discard current practices. As Freeman (1989: 38) observes: "change does not necessarily mean doing something differently; it can be an affirmation of current practice; the teacher is (perhaps) unaware of doing something that is effective."

(iv) The program is discovery oriented and inquiry based. External input serves as only one source of information. It is complemented by teacher input, and both interact to help teachers understand their own attitudes, values, knowledge base, and practices, and their influence on classroom life.

2.2.3. Impact of CPD

Current research shows a strong correlation between teachers' teaching and students' school success (Darling Hammond, 1998; Diaz-Maggioli, 2004; Sparks, 2002). Regarding the impact of professional development on teachers' belief and behavior, research findings depict variety of results. For example, a study on the effect of professional development program, which included pedagogical and curricular knowledge, resulted in a positive outcome. At the end of the course, participants' thinking and knowledge about teaching was transformed in more ways that are effective: they had learned to perceive their teaching as a form of scholarship; and thus become much more reflective of their practices (Kreber, 1999) cited in Villegas-Reimers (2003). Another study on the effect of seminars on teachers in the University of Bristol resulted in teachers' behavior of supporting and challenging at every opportunity, helping students define the realities encountered in schools, communicating and filtering variety of theoretical

and conceptual ideas and encouraging reflection, deliberation and experimentation (Johan, 1996).

On the other hand, Fischl and Hoz's (1993) cited in Kramarski and Court (2003) study showed that while the teachers' ideas and conceptions were quite stable, the programs did affect the content and structure of their conceptions. In other words, their attitudes did not change greatly, but their knowledge increased. In a similar vein, a study on professional development of teachers through learning about research by Kramarski and Court (2003) showed that the level and kind of changes undergone by participants depended on their own backgrounds, identification and level of development. However, the study did not show specific accounts to such differences with respect to trainees' perceptions professional development programs, a study on American and English teachers revealed that activities, which connect with their experience while at the time extend and enlarge this experience, are highly valued. That is, teachers seek perspectives, which not only connect with everyday world of teaching but also move beyond it (Holly, 1989).

2.2.4. Strategies of CPD

Lieberman (1996) cited in Day (1999) identifies three setting in which learning occurs: (i) direct teaching (through for example, conferences, courses, workshops, consultations), (ii) learning in school (through, for example, peer coaching, quality review, appraisal, action research, portfolios assessment, working on tasks), (iii) learning out of school (through, for example, reform network, school-university partnership, professional development centers, subject networks and informal groups). A further setting in which much learning might be expected to occur is (iv) learning in the classroom (through, for example, student response (Day, 1999).

As advocated by many scholars (Hopkins, 2002; Harmer, 2001; Day, 1999; Richards, 1991), professional development can take place in many ways. In the same vein, several components are envisaged in the new CPD strategy. An individual teacher through private reading, study and reflection on their own practice may improve their performance. Groups of teachers working together in schools on daily bases have the opportunity to share experience, identify needs and seek solutions, and analyze their experience as part of on going reflective practice. They can also do action research projects and staff development activities that meet local needs

and develop collaborative and collegial relationships among teachers at school level or through school clusters.

There is also a need for high quality courses to fill particular skill gaps. These courses are developed centrally dealing with priority topics, which teachers are expected to cover over a period of time. The new CPD strategy combines these approaches in a structured way. In my study, teachers discuss the themes selected by the Ministry of Education. Each teacher is expected to keep a portfolio recording all courses attended and activities undertaken both individually and with colleagues in a study group.

At the heart of the CPD strategy is the belief that every teacher is engaged in a lifelong learning and aims for continuous improvement in their performance. Thus, teachers are required to renew their teaching licenses and assessed against a number of standards. Among these standards, as stated in CPD guideline (MOE,2004), two of them are a) teachers must demonstrate that they have worked to improve their own knowledge, and professional attitudes and b) they must also show their contribution to the increased effectiveness of the school in the community and their commitment to enabling all pupils to achieve their potential.

A series of courses dealing with key issues are developed at federal level and made available school teachers in Ethiopia. Among these issues, the study deals with the facets of the courses: reflective practice, action research, active learning, group work and continuous assessment which are given due attention (TESO Hand book, 2003; CPD Course One and Two, 2004 and 2005).

2.2.5. Problems in Managing CPD

The literature available questions the way courses of professional development are offered and the perceptions of those concerned which could affect the attainment of the objectives. Bell (1991), cited in Robinson (2002), for instance, states that course-based models of professional development may be too theoretical, many ignore teachers expertise. Guskey (1988) also indicates that even well designed programs may not be welcomed by participants.

On the other hand educators, (Day 1987, 1999, Rudduck, 1988: McCulloch, et al, 2000) argue that teachers may welcome professional development activities, but the way these activities are conducted is always contestable. Day (1987), for instance, points out that while most teachers

are capable of recognizing the need for change and changing their practices, the extent to which change will be implemented will be limited by the psychological or social environment or context in which the teachers work and their perceptions. McCulloch et. al. (2000) argue that the best professional development programs should capitalize upon and consolidate intrinsic motivation, which would suggest that teachers should have some scope to choose what to learn, when and how. In their opinion, this is not usually possible in times of system-wide change where government imperatives drive professional learning. In other words, it is an argument that underscores the importance of gaining participants sense of ownership for professional activities which they are a part. As Robinson (2002) states that professional development should have meaning for the participants. Otherwise the process the teacher has undertaken to become licensed through professional development programs may initiate the teacher into the world of bureaucracy and actually undermine the power to teach (Ayers, 1992) cited in Engvall (1997).

2.3. Facets of CPD

2.3.1. Reflective Practice in Teaching

The rationale for professional development seems to indicate that such new programs adopt a reflective approach as the basic assumptions and philosophical bases underlying modern professional development programs are attributed to constructivist theory of learning. Reflective practice is advocated by many educators (Pollard, 1999; Wallace, 1991; Calderhead, 1988) for it enables self-directed growth as professional; facilitates and helps to explicate the expertise of teachers and subject to evaluation. The emphasis on the role of the teacher as a reflective, instructional decision-maker has evolved since 1980s. Because of this, teacher education programs have focused on the development of reflection as part of an effective decision-maker practitioner (Angela, 1994).

2.3.1.1. Conceptualizations of Reflective Practice

Different educators conceptualize reflection differently. Calderhead and Gates (1993) cited in Moon(1999) define reflective practice as being largely the teachers' abilities to discuss their own practice, appraise ethical and moral issues in teaching, take greater responsibility for their own development and develop personal theories of educational practice. According to Bright

(1993) cited in Moon(1999), reflective practice is an active, dynamic, action-based and ethical set of skills, placed in real time and link real, complex and difficult situations. In order reflection to happen, teachers need to have the skills of describing the experience verbally or in writing critically analyzing the material and synthesizing new and previous knowledge, and skills of evaluation.

Other scholars such as Proctor (1993) cited in Moon (1999) and Richards (1991) emphasize on the criticality in reflective practice. Accordingly, reflective practice is the process of looking back in a critical way at what has occurred ad using the results of this process, together with professional knowledge, to tackle new situations.

Generally, reflective practice in teaching is largely seen in terms of solving problems in practice (Kirby and Teddlie, 1989) cited in Moon1991). This can be the proactive seeking of problematic situations, a conscious process of identifying issues in their practice and pursuing solutions that bring value effects on student learning (Copeland, Birmingaham and Lewin, 1993;) cited in Moon (1999) or the seeking of understanding (Grimmett, 1988; Russell, 1993;) both cited in (Moon(1999).

Pollard (2005) identifies seven key characteristics of reflective practice, which are summarized as follows:

- It implies an active concern with aims and consequences as well as means and technical efficiency
- It is applied in a cyclical or spiraling process in which teachers monitor, evaluate and revise their own practice continuously.
- It requires competence in methods of evidence-based classroom enquiry to support the progressive development of high standard of teaching.
- It requires attitudes of open-mindedness, responsibility and whole heartedness.
- It is based on teacher judgment informed by evidence based enquiry and insights from other researches
- Reflective teaching, professional learning and personal fulfillment are enhanced through collaboration and dialogue with colleagues

- It enables teachers to creatively mediate externally developed form works for teaching and learning.

Reflective practice, in general, suggests a need to exercise and to continue to refine and develop not only simple skills but also one's dispositions, personality, professionalism, abilities and understandings in a world of professional practices that is fast changing (Fish, 1995).

2.3.1.2. Importance of Reflective Practice

Angela (1994) suggests that reflective practice helps teachers to improve their teaching, moving them beyond the development of students' grammatical English proficiency to a broader perspective of teaching as a creative, problem-solving endeavor. She further states that the reflective practice for EFL teachers develops their own assumptions and beliefs, both conscious and tacit, about the purpose of schooling, how students learn and what should be taught to help students develop linguistically, academically and socially in a new educational setting through a second language. It also helps EFL teachers to develop a philosophy of teaching that reflects a current theory and practice of second language learning and teaching. Richards (1991) sees reflection as a key component of teacher development. He says that self-inquiry and critical thinking can help teachers move from a level where they may be guided largely by impulse, intuition, or routine, to a level where their actions are guided by reflection and critical thinking.

According to Wallace (1991), any occupation aspiring to the title of profession will claim at least some of the following qualities: a basis of scientific knowledge, a period of rigorous study which is formally assessed, a sense of public service, high standards of professional conduct and the ability to perform some specific demanding and socially useful tasks in demonstrably competent manner. In order to develop professionalism, among the three major models of professional education: craft model, applied science model, and reflective model, as Wallace (1991) classified, the reflective model is believed to promote high level of professionalism.

Thus, the reflective practitioners' approach to teacher education is currently advocated by many scholars (Schon, 1987; Smyth, 1987; Richards, 1991; Wallace, 1991; Loughran, 1996; Beattie, 1997). Smyth (1987), for instance, states that practitioner-generated knowledge that is

embedded in and emerges out of action is coming to be seen increasingly as the basis for a new and emerging paradigm in teacher education and development. Beattie (1997) also argues that programs of teacher education and development should take account of teachers' prior experience and held knowledge, which is vital for reflection.

Moreover, Richards (1991) states that the reflective approach (Bottom-up approach) uses the teachers' actual teaching experiences as the basis for constructing theories and for developing notions of effective teaching and these theories are constructed by teachers themselves, rather than imposed on them by outsiders. Teachers are engaged in a complex process of planning, decision–making, hypothesis testing, experimentation, and reflection.

2.3.1.3. Approaches to Reflective Practice

Many different approaches can be employed if one wishes to become a critically reflective teacher, including observation of oneself and others, team teaching and exploring one's views of teaching in writing. Central to any approach used, according to Richards (1991) and Hiebert, et al (1999), however is the three-part process, which involves: (1) identifying problems, (2) searching for solutions, and (3) reaching conclusions.

To some extent the social respect, which professional have, depends on the fact that they claim a kind of knowledge that others who are not members of the profession are lacking in. Such kind of professional knowledge, according Wallace (1991), consists of two different kinds of knowledge.

Received knowledge: In this the trainee acquainted with the vocabulary of the subject and matching concepts, research finding, theories and skills which are widely accepted as part of the necessary intellectual content of the profession. So currently it might be accepted that a skilled language teacher will be able, among many other things, to speak the target language to a reasonable degree of fluency, to organize pair and group work, to read a simple phonetic transcription, to be familiar with certain grammatical terms and so on. Received knowledge consists of facts, data, theories, etc, which are either by necessity or by convention associated with the study of a particular profession. The 'received knowledge' elements should both directly inform the 'experiential knowledge' and directly informed by it.

Experiential knowledge: Here the trainee will have developed knowledge in action by practice of the profession and will have had, more opportunity to reflect that knowledge in action. The 'experiential knowledge', giving due emphasis and exploiting it to maximum advantage, is at the very core of the 'reflective model'. The experiential knowledge refers to mainly professional action (practical experience). In the model of professional education, it is professional action, which has to receive a major focus. Therefore, practice tends to occupy a more prominent and central position to teacher education, development, and the practice should be reflected up on. By and large, according to Wallace (1991), practice is valuable for professional education and development to the extent that it is reflected upon. Development implies change, and fruitful change is extremely difficult without reflection. The unthinking or rote application of innovation is an invitation to disaster.

Teachers should be engaged in a complex process of planning, decision–making, hypothesis testing, experimentation, and reflection. This approach involves teachers developing their individual theories of teaching, exploring the nature of their own decision-making and classroom practices, and developing strategies for critical reflection and change. These processes are often personal and situation-specific, and they should form the focus of teacher education and teacher professional development. Griffin (1999) also forwards that teacher development is best accomplished when it is context sensitive rather than exclusively or mainly abstract and unconnected to real life teaching and learning situation; ongoing rather than sporadic and disconnected in its components; cumulative in its intentions rather than having a set of features that do not lead to and build upon one another; and reflective rather than perspective and promoted as a set of accepted truths.

Following on from these arguments, the reflective model is proposed (Wallace, 1991; Richard, 1991; Moon, 1999) as an alternatives model for teacher education/development as it is a compromise solution, which gives due weight both to experience and to the scientific basis of the profession.

2.3.2. Action Research

O' Hanlon (1996) cited in Villegas-Reimer (2003: 108) define action research as "a process of investigation, reflection and action deliberately aims to improve, or make an impact on, the quality of a real situation which forms the focus of investigation." it is a form of inquiry which

involves self-evaluation, critical awareness and contributes to the existing knowledge of the educational community. Action research combines a substantive act with a research procedure; it is action disciplined by enquiry, a personal attempt at understanding while engaged in a process of improvement (Hopkins, 2002). Another definition by Price (2001: 43) state that "action research is an inquiry that is systematic, intentional and systematic in intent and process".

More recently according to Hopkins (2002), action research has been seen as a methodology through which the aspiration of critical theory might be realized. He further states that the key point is the teacher's ability to think systematically and critically about what she or e is doing and to collaborate with other teachers. Central to this activity is the systematic reflections on one's own classroom experience to understand it and to create meaning out of that understanding.

From these definitions and others, the main theme of action research is aimed at improving practice and involves reflection and action. In this vein, Reason and Bradbury (2001) pinpoint that action research seeks to bring together action and reflection, theory and practice in pursue of practical solutions to issues of pressing concern. It engenders reflective practice and promotes educational change (Price, 2001) and leads to deliberate and planned action to improve conditions for teaching and learning (O'Hanlon, 1996) cited in Villegas-Reimers (2003).

Thus, action research and reflective practice are considered as two sides of the same coin that are directed towards similar goals. Schon (1988) cited in Kramarski and Cour (2003) states that teachers' reflection is a kind of research and that gaining broader knowledge of research tools and research finding enriches reflection. Carr and Kemmis (1986) cited in Schratz (1993) contend that reflection in action and action research are simply forms of self-reflection inquiry undertaken by participants in order to improve the rationality and justice of their own practice, their understanding of these practice, and the situations in which the practices are carried out. Similarly, Light and Cox (2001) state that action research is not a mere method of research but also a way of reflecting on teaching and there by creating an inquiry culture in education.

In ELT there is a growing literature on ways in which a reflective approach can lead to action research. Burns (1999:24) makes the following point that is relevant to any kind of teacher-

generated research: *The major focus of action research is on concrete and practical issues ...It is conducted in naturally occurring settings... Its approaches are essentially 'participatory' in that they are conducted by and with members of the actual community under study.* She also lists a wide range of areas nominated by teachers as starting points for research, including affective factors, course design, materials and resources, learning strategies, classroom dynamics, the teaching of specific skills and assessment.

In addition to this, a growing body of research indicates some discrepancies. (1) There is often incongruence between a teacher's publicly declared philosophy or beliefs about education and how he or she behaves in the classroom (2) there is often incongruence between a teacher's declared goals and objectives and the way in which the lesson is actually taught; and (3) there is often a discrepancy between a teacher's perception or account of a lesson, and the perception or account of other participants (e.g. pupils or observers) in the classroom. All of these discrepancies reflect a gap between behavior and intention. The "Performance gap" therefore forms an important starting point for classroom research enquires (Hopkins, 2002).

In Ethiopia context, as stated in CPD Course book One and Two (MOE, 2004; 2005), teachers are required to do action research and reflect on various topics such as active learning, group work, continuous assessment, HIV/AIDS and gender issues.

Generally, the significance of action research for teachers, as summarized by Burns (1991), Zeichner (2001), Light and Villegas-Reimers (2003), and Kramarski and Court (2003) are:

- Helps improve practice and the understanding of practice by its practitioners;
- Makes them more proactive in relation to external authority;
- boosts their self-esteem and confidence level;
- Narrows the gap between their aspirations and realization;
- Helps develop an attitude and skill of self-analysis;
- leads to more learner-centered classrooms;
- Helps investigate professional experience which link practice and the analysis of practice into a single developing sequence;
- Offers practitioners a robust and critical method of self-evaluation.
- Sustains the capacity to contribute to the development of professionalism in education.

Although there are a number of benefits from action research, teachers are not involved as such in it. Burns (1999) Hancock (2001) cited in Villegas-Reimers (2003) and Levin and Greenwood (2001) have summarized the areas of difficulties that hinder teachers from getting involved in action research:

- Lack of expectation that they should research and write about their professional practice;
- The demanding nature of teaching which leaves little time and energy for research;
- The current lack of professional and marginalization of teachers from government change agendas;
- Lack of research skills;
- Limited local support for continuing the research;
- The anxiety about revealing teaching practices;
- Skepticism about the usefulness of practitioner research.

2.3.3. Active Learning

Laura (1994:6) defines active learning as "Learning in which children are active participants in the learning process." Active learning can also be defined as the "level of engagement by the students in the instructional process" (Fern, Anstrume, and Silcox, 1991: 3). Active learning happens when students are given the opportunity to take a more interactive relationship with the subject matter of a course, engaging them to generate ideas rather than simply to receive knowledge (online). According to Grabinger (1996), active learning activities, instead of transferring knowledge to students, engage students in a continuous, collaborative process of building and reshaping understanding as a natural consequence of their experiences and interactions with the world in authentic ways.

An active learning environment requires students to be committed to a dynamic partnership in which both students and teachers have a vision of responsibility for instruction. In such an environment, students learn content, develop conceptual knowledge, and acquire language through a discovery-oriented approach to learning in which the learner is not only engaged in the activity but also in the goal of the activity (Fern, Anstrom, and Silcox, 1995). According to

Tudor (1996), essential to this approach are the view of the learner as responsible for discovering, constructing and creating something new and the view of the teacher as a resource and facilitator.

In language teaching/learning, as Fern, Anstrom and Silcox (1995) state, active learning implies the development of a community of learners. Essential to this development is communication which involves all students in sharing information, questioning, relating ideas, etc. The emphasis on communication provides many situations where students can produce and manipulate language to support a variety of goals. In other words active learning supports opportunities for authentic communication rather than rote language drills.

Different strategies that promote active learning can be employed in the classroom which include, project work, group work, debates, brainstorming, games, drama, role-playing and pear teaching (Breslow, 1999; Bonwell and Eisen, 1991).

Fern, Angstrom and Silcox (1995:7), recommend the following points for active learning in the classroom;

- Use flexible room arrangements to encourage interaction and sharing of ideas and tasks;
- Specifically explain rules and procedures;
- Make the teacher a guide and facilitator, rather than a disseminator of information,
- Encourage students to tap into each other's knowledge and experience and build network for accomplishing goals;
- Integrate language, culture and community resources into instructional activities;
- Incorporate out-of school experiences into classroom practice,
- Be flexible and creative in the use of resources, curricula and teaching strategies;
- Use a variety of grouping strategies: small groups, pairs, individual;
- Vary the composition of the groups depending upon the goal of the activity and the skill level of the students;
- Focus on activities that promote production of language;

- Assess for content achievement and progress using a variety assessment measures, including performance and portfolio assessment, that are appropriate and consistent with instruction;
- Monitor continuously to ensure student engagement.

Research evidence shows that active learning plays a significant role in the teaching/learning process (Borwell and Eisen, 1991; Breslow, 1999, Smylie, et al, 1999; Orlich, et al, 1999). Spring, et al's study cited in (Breslow, 1999) on the effect of active learning on achievement, persistence and attitude show that students who learned in active learning methods demonstrate greater achievement, persist to a greater extent through courses and expressed more favorable attitude towards their courses than who learned in other methods.

Other studies show that strategies promoting active learning are found to be superior in promoting the development of students' skill in thinking and writing (Bonwell and Eisen, 1991) and address different learning styles as active learning requires the use of many different strategies (Orlich, et al, 2001).

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

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

Although the importance of active learning is advocated by many scholars, the practice is impeded by several factors. The impeding factors to employ active learning strategies in classrooms, as identified by Laura (1994), and Bonwell and Eisen (1991), are: teachers self-

perceptions and self-definition of roles; the discomfort and anxiety that change creates; the limited incentives for teachers to change; lack of confidence; possible increase in preparation time; the potential difficulty of using active learning in large classes, and lack of needed materials, equipment, or resources. According to Bonwell and Eisen (1991), the greatest barriers of all is the fact that teachers' efforts to employ active learning involve risk-the risks that students will not participate, use higher-order thinking, or learn sufficient content, that teachers will feel loss of control, lack of necessary skills, or be criticized for teaching in unorthodox ways. For there reasons they recommend that active learning should become both the subject matter of teacher development workshops and the instructional method used to facilitate such programs.

2.3.4. Cooperative Group Work Teaching

Researchers report that regardless of the subject matter, students working in groups tend to learn more of what is taught and retain it longer than when the same content is presented in other instructional modes (Woodward, 1995; Johnson and Johnson, 1990; Britton, 1990).

According to Hopkins (2002), cooperative group work, as a model of teaching, has a powerful effect in raising pupil achievements since it enhances the 'synergy' of collective action. It combines the dynamics of democratic processes with the processes of academic enquiry. It also encourages active participation in learning and collaborative behavior by developing social as well as academic skills. He further states that cooperative group work requires students to practice and refine their negotiating, organizing and communication skills, define issues and problems, develop ways of solving them, including collecting and interpreting evidence, hypothesizing, testing and re-evaluating.

In recent years efforts have been made to enhance the functioning of students in groups and to improve the overall attitude of students and teachers towards group work. Supporting this view, Bloor (1991), for example, says that a high significant change in attitude to children's talk has occurred, a change which moves from something to be forbidden to something to be encouraged at all costs. As part of the change, many teachers have moved away the dominant position, which inhibit children's talk, have set up situations in which children to talk to each other freely.

Mckernan (1996: 175) points out the following rationales for using small groups in teaching and learning processes.

1. Pupils gain support from classmates through group activity-they are intimate, teaching and learning processes.
2. Small groups present a more efficient division of labor for tackling a range of inquires and problems.
3. Pupils receive evaluative feedback from group members as well as the teacher.
4. Small groups enable the teacher to treat pupils more flexible by opening up options.
5. Small groups provide social relationships and motivation for learning through the establishment of cooperative norms and sharing.
6. Small groups allow pupils to continue an inquiry, at the personal level which was initiated in the teacher-led whole group.
7. Small groups allow one to reflect upon work done in the whole group.

Teaching and learning in small groups has a valuable part to play in the all round education of students. However, unless carefully managed, the disadvantages of group-based learning/teaching outweigh its advantages and it may turn to as boring as lecture mode learning (Aggarwal, 2001). In a similar vein, Johnson and Johnson (1990) indicate that many teachers believe that they are implementing cooperative learning when in fact they are missing the point. They add that cooperative group work is not:

- Having students side by side at the same table each other as they do their individual assignment.
- Having students do a task individually with instructions that the one who finishes first helps the slower student (when this happens group work will cultivate dependent learners rather than confident learners).
- Assigning a report to a group where one student does all the work and others put their names on it. (Johnson and Johnson, 1990: 77)

Furthermore, Hopkins (2002) argues that an ideological commitment to the idea is not enough and, indeed can result in poorly conceived activities that may quickly become a shambles. While the cooperative methods have an enormous potential for encouraging success in the

classroom, this is not unlikely to be the outcome unless they are introduced in a systematic and coordinated way. Hence, cooperative group learning/teaching, as Hopkins (2002) states, requires advance and careful planning, implementing and monitoring so as to make it effective.

Johnson and Johnson (1993, cited in Hopkins, 2002: 158) explain, in order for cooperative learning to be effective, five basic elements are essential. They are:

- Positive interdependence-believe that students are linked with each other in a way that one cannot succeed unless the other member succeed.
- Face-to face interaction-when group are close in proximity to each other and enter into a dialogue in ways that promote continued progress.
- Individual accountability-be aware that individual contribution will be assessed on behalf of the group's. Group members should know that they cannot 'hitchhike' on the work of others.
- Social skills-human interaction skills that enables groups to function effectively (for example, taking turns, encouraging listening, giving help, clarifying checking, understanding, probing). Such skills enhance communication, trust, leadership, decision-making, and conflict management.
- Ensuring group process-how well they are achieving their goals maintaining effective working relationships among members.

2.3.5. Continuous Assessment

One of the paradigm shifts in education is assessment which calls for continuous assessment. Airasan (1999) cited in Alausa (Online) defines continuous assessment as

> *an assessment approach which should depict the full range of sources and methods teachers use to gather, interpret and synthesize information about learners; information that is used to help teachers understand their learners, plan and monitor instruction and establish a viable classroom culture.*

The paradigm shift in assessment, according to Puhl (1997), is the moving of assessment from a judgmental role to a developmental role. This, it is argued, is much more useful to the students, since it provides them with on-going feedback on their performance, helps them to

become more self-critical, and encourages them to attempt to master material as they actually work through a course or a course unit rather than leaving the real learning process to the very end. It is also much fairer, in that it allows students to demonstrate their ability and development on going basis (online).

Understood in such way, continuous assessment involves the use of a variety of assessment instruments, assessing various components of learning, not only the thinking process but including behaviors, personality traits and it takes place over a period of time (Alsus, online).

From the instructional point of view, continuous assessment acknowledges that one cannot change the instructional process unless there is a change on the assessment process (Puhl, 1997). He further argues that continuous assessment puts the learner in control of his/her own learning and changes the work teacher do so that it reduces instructional drudgery and increases professional satisfaction. Similarly, Livingstone (2001) asserts that the teacher is able to observe identify and take notes of learning as it takes place and of behavior as it manifests itself through the implementation of continuous assessment. Generally, among the claims made for continuous assessment (Livingstone, 2001; Puhl, 1997) are:

- More of the intended behavior can be assessed.
- Account can be taken of students' class work and can include such factors as their participation, their critical faculties, their motivation and their relationships with others.
- Account can be taken of cognitive factors beyond memory alone and could include such as; the ability to see principles arising from experiences; the ability to apply general principles to new situation; the extent of initiative and the degree of independence in learning.
- It is guidance oriented and yields more accurate data reaching the teachers early enough to modify instruction.
- It enables to integrate assessment and assessment results into instructional practice.

However, as the concept of continuous assessment is relatively a recent phenomenon, it has been subjected to misinterpretation and malpractice. In the Ethiopian context, it was found to be misconceived by most teachers and its implementation is impended by a lot of factors (Dawit, 2005; Mulu, 2005). Mulu (2005), for instance, found out that continuous assessment is interpreted by most teachers as continuous testing.

Among the factors that are identified (Mulu, 2005; Dawit, 2005) that impede that implementation of continuous assessment are:

- Large student population
- Lack of commitment and motivation on the part of the teacher's misconception of the overall theoretical and practical aspects of continuous assessment.
- Teacher's unfavorable attitude toward a continuous assessment approach.
- Shortage of time.

To sum up, in Ethiopia, the continuous professional development (CPD) endorsed as it is believed that teachers show distinct weaknesses in implementing student –centered, active and participatory teaching and continuous assessment in their classroom. Due to this fact, reflective practice, action research, active learning, group work and continuous assessment are included as main themes in the CPD course books. The incorporation of these facets in the course books is believed to improve teachers' classroom practices

The focus of these points is to investigate teachers' perception about the on going CPD progarmme and its impact on teachers' classroom practices. In order to address these issues, multiple data gathering instruments were developed. The next chapter discusses about these data gathering instruments.

CHAPTER THREE

Research Methods and Procedures

This study is explanatory in its nature, so it attempted to examine how EFL teachers perceive the CPD programme and practice the facets of the CPD program in their teaching activities.

In this chapter, the research methods and the procedures used for developing these research methods are discussed.

3.1. Study Area

The research was conducted in seventeen Grade 7 and 8 government and non government schools in Dessie town. There were twenty-four primary schools organized in six cluster units for interschool partnership and CPD course facilitation in the town. Among these, only seventeen have Grade 7 and 8 classes, all were included in the study. From these seventeen schools, four schools were private, and thirteen were government schools.

3.2. Subject and Sampling

The target population of the study consisted of 96 English language teachers working in seventeen second cycle primary schools. All of them were English language teachers attending CPD program since 2006.

The school clusters have been purposefully selected. The first school cluster comprises Etege Menen, Tossa, Alif , and Kidame Gebeya Elementary School, the second comprises Menbere Tsehay, Sengo Gebeya, Nigus Michael,and Addis Fana ,the third comprises Tegle Fire, Addis Alem, Dawudo, and Robet, and the fourth comprises Merkezl al Burhan, Catholic, Karagutu and Merha Tibeb Elementary School. The sample schools constituted 64.58% of the second cycle primary schools found in Dessie.

The English language teachers in those seventeen selected schools were involved in the study, using comprehensive sampling method.

3.3. Instruments

It is suggested that information about language teaching programmes should be gathered from multiple perspectives via such techniques as questionnaire, observation, interview, document

analysis and journal assessment (Alderson and Scott, 1992). As this project makes use of both qualitative and quantitative data and analysis, it has employed three instruments for gathering the necessary information to answer the major and the minor research questions.

3.3.1. Questionnaire

A set of questionnaire was developed and administered. The items were categorized in three parts. The first part consisting of 17 items was designed the assessment of the respondents' perceptions of the goals, content and process of the programme. The information generated through this part was believed to answer the first research question. This part employed a five-point Likert scale ranging from "strongly agree" to "strongly disagree". The second part referred to the practices of the facets of the CPD. The purpose of this part is to investigate what participants believed the impacts of CPD to be on their teaching skills and methods. This was an attempt to search answer(s) to the second research question. The main purpose was to investigate whether the facets of the CPD have enabled teachers use different teaching strategies, and to what extent CPD helped or encouraged them to participate in different professional activities. The items were responded in a five-point scale: 'To a great extent', 'To a fairly large extent', 'To some extent', 'To a small extent', or 'Never at all'. All the three parts included close-ended items which generated quantitative data that called for statistical analysis.

3.3.2. Group Interview

The interview was conducted in the form of focus group discussion. The participants were divided into two groups. The first group consisted of four participants, and the second six.

When categorized, the interview questions mainly focused on EFL teachers' perceptions of the CPD program, on the significant of the facets of the CPD for their professional development and the practice of these facets in their actual classrooms. For the sake of convenience and to exploit more information, the interview was conducted in Amharic. After tape-recorded, it was transcribed and then translated into English.

Some of the most important findings of the interview were discussed with the questionnaire, classroom observation and document analysis results.

3.3.3 Observation

A series of 32 non-participant /passive observations (Lynch, 1996) was conducted in 16 classes. This type of observation was preferred as it allows the researcher to have maximum time and flexibility in deciding what to observe and to have a holistic feel for the setting and not to affect the student participants during the activity. The purpose of the observation was to assess how much the proposed elements of CPD programme are being implemented in the observed teachers' classroom practices. The particular focus of the observation was mainly on active learning and managing group work activities. For this purpose a checklist was employed, which made the observation structured. The purpose of employing a checklist was to see whether there was congruence between the responses given to the questionnaire interview and what the teachers actually did in the classroom. The observation checklist consisted of different observable behaviors. The researcher and a co-observer were to tick (✓) under the column 'present ', 'not present' or 'not the extent of presence'. There was also a 'comment' column where the researcher and the co-observer could write a comment for each observable behavior. The data obtained in these observations were believed to be helpful in crosschecking the information gathered trough the questionnaire and the interviews.

3.3.4. Document Analysis

Different documents were investigated to see the implementation of the facets of CPD programme. The document analysis served as substantiating evidence for the main data collection instruments. The documents included action research paper, portfolio, lesson plan and mark list. These documents were collected from those sixteen teachers whose classes were observed. The research work, the portfolios and the lesson plans were referred to analyze the type and elements of reflection these participants had undertaken. Similarly, the mark lists were examined to see what techniques these teachers had used to carry out continuous assessment of their students performance.

3.4 Procedures

3.4.1. Instrument Construction Procedures

The aforementioned data gathering instruments were developed from review of literature and then commented on by my advisors and colleagues and raters to refine the items in terms of

their clarity and relevance to the purpose they were set for. After some modification of the items based on the raters' judgment, the items were further tested in a pilot study, which was supposed to be carried out on a group of ten teachers who were not included in the main study. Thus the ten teachers rated the items on three scales: 1 for Good Item, 0 for poor Item, and 1 for Unnecessary Item. Having tabulated the raters' responses, the researcher employed Crounbach Alpha using the SPSS programme soft ware, Thus the reliability of the first 17 items was 0.82, the second 8 items was 0.81 and the third 23 items was 0.87 According to the Crounbach Alpha, all the items were found to be reliable as they were above 0.68, the minimum required reliability of questionnaire items for social science research. A checklist was also tested in four classroom observations to see whether it could precisely generate the desired information. The four schools were randomly selected from the remaining seven school which were not included is the study The pilot study results helped not only to check the accuracy of the instruments but also to incorporate new insights related to the items.

3.4.2 Data Collection Procedures

Before collecting the data for this study, the participants were informed about the objectives of the research and the procedure to be followed. Data Collection proceeded after the researcher had gained the participants' consent. First of all, the questionnaire was administered to those ninety-six teachers in the selected schools. The respondents were made to fill in and return the questionnaire in their schools in their free sessions to avoid material and time wastage.

Among those respondents who completed the questionnaire, twelve teachers were invited to participate in group interview. After the consent of ten teachers in one cluster unit of school was obtained, two group interviews were administered, four teachers in one group and six in the other. Then the further selected sixteen teachers were observed while they were conducting their normal classes. In the meantime, the aforementioned documents from sixteen teachers were collected and photocopied.

In the meantime, the researcher critically reviewed the programme documents: portfolios, lesson plans and mark lists, as well as their action research projects. The classroom observations were supposed to be conducted with the co-observer, who was given an informal training to handle the duty. Using a co-observer was helpful for validity and reliability purposes. The teachers to be observed were again informed about the objectives of the study.

3.4.3 Data Analysis Procedures

Both quantitative and qualitative data analysis techniques were employed to analyze the collected data. The information obtained through the questionnaire was tabulated and quantitatively analysed using descriptive statistics: mean, percentage and frequency. To compare the data collected from the participants in terms of different facets of CPD, correlation test and a t-test, and inferential statistical method, were used. The correlation and inferential statistical method were used to see the relationship among variables, and the t–test for comparison of means force for statistical significance.

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

CHAPTER FOUR

Results and Discussions

In this chapter, the findings of the study have been presented and discussed. The data obtained through a questionnaire, interviews, classroom observations and document analysis have been collated and interpreted in such a way that each finding can be confirmed or disproved by data from multiple sources. The quantitative and qualitative data analyses meshed together to produce more complete pictures of the phenomena under the study.

4.1 Respondents' Demographic Information

As mentioned earlier, a questionnaire was distributed to EFL teachers for Grade 7-8 government and non-government schools in Dessie town. Among 96 EFL teachers to whom the questionnaire was given out, 62 teachers returned the questionnaire responding to the whole items, but 18 of them did not return the questionnaire at all and 16 returned the questionnaire with incomplete responses. Therefore, the return rate of the questionnaire was 64.58%. Statistical analysis was made taking the information gathered from only these sixty-two respondents who correctly responded to the questionnaire.

Table 1: Number of Respondents from each School

Name of School	Number	Percent	Name of School	Number	Percent
Addis Alem	5	8.1	Menbere Tsehay	5	8.1
Addis Fana	4	6.5	Merha Tibeb	3	4.8
Alif*	2	3.2	Merkez al Burhan*	3	4.8
Catholic*	3	4.8	Nigus Michael	6	9.7
Dawudo	4	6.5	Robit	5	8.1
Etegie Mennen	6	9.7	Segno Gebeya.	4	6.5
Hope Enterprise*	3	4.8	Tigil Firrie	4	6.5
Kara Gutu	3	4.8	Tosa	2	3.2
			Total	**62**	**100.0**

* non-government school

Table 2: Respondents' Background

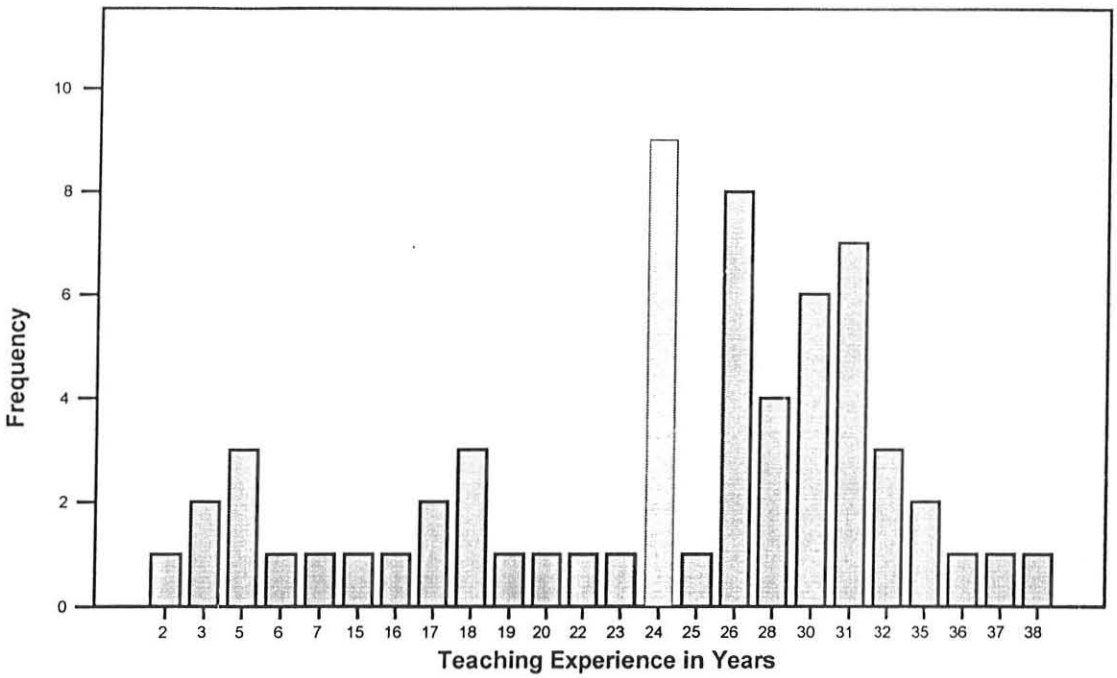
		N	Percent
Sex	Male	41	66.1
	Female	21	33.9
	Total	62	100.0
Qualification	TTI Certificate	10	16.1
	Diploma 12+2 / 10+3	47	75.8
	12 + 3	1	1.6
	B.A. Degree	4	6.5
	Total	62	100.0
Status	Beginner	3	4.8
	Junior Teacher	3	4.8
	Proper Teacher	5	8.1
	Senior Teacher	6	9.7
	Associate Teacher	7	11.3
	Lead Teacher	38	61.3
	Total	62	100.0

The ages of the respondents range between 24 and 58 years. The mean of their age is 43.29 years. Most of the respondents are older adults aged between 40 and 58, with the following distribution and frequency 24(2),26(4), 27(2), 35(1), 36(1), 38(2), 40(8), 42(4), 43(5), 45(5), 46(3), 47(4), 48(2), 49(1), 50(10), 51(3), 56(3), 57(1), and 58(1). This information has been used to explore a correlation between age and perceptions and beliefs about CPD programme.

In order to compare means of perceptions and belief with age, these respondents have been categorized in three age groups, with an interval of twenty years of age. The ranging of the ages in twenty years of age intervals is for convenience. Therefore, the first group consists of respondents between 20 and 32 years of age. Only 8 (12.9%) teachers have fallen in this group. The second age group, in which 26 fall, consist of 33-45 years old respondents. The last age-group, in which 28 respondents (45.2%) fall, consists of 46-58 year old teachers.

The teaching experience of the respondents, as can be seen in Chart 1 below, ranges between 2– 38, with a mean 23.77 years of service.

Chart 1: Respondents' Teaching Experience



These wide ranging teaching experiences have been categorized in four groups in a range of ten-year service of teaching. Most of the respondents fall in the last two groups, as 15 (24.2%) of them have served 31-40 years and 30 (48.4%) have served 21-30 years. Very few comprise the first two groups, i.e., 8 (12.9%), the 1-10 years service group; and 9 (14.5%), the 11-20 year service group. From this data summary, most of the respondents are older adults with long years of service. This situation of the respondents can be accounted for by the fact that Dessie is a town where teachers are posted after serving some years in rural schools and Woreda towns.

4.2. Perceptions about Objectives and Usefulness of CPD Programme

The questionnaire had three parts, each consisting of a group of items to assess the respondents' perceptions of CPD program. (See Appendix A) The first part consisted of 17 related items to assess the respondents' perceptions of the objectives and usefulness of the on-going CPD program.

Having tabulated the response of each respondent to these items, the researcher calculated the mean of the scale for the responses of each respondent to the group of items. Then, the grand means for the group of the responses were calculated and analysed in terms of the respondents' background information; i.e., school, sex, age, qualification, status and teaching experience. The findings of this analysis have been presented in the following.

Table 3: Mean of perceptions of CPD objectives and usefulness

Group of Items	No. of Items	No. of Respondents	Mean	S. D.
Perception of CPD objectives and usefulness	17	62	3.84	.81

The statistical values of the means reported in the above table have been found by summing each respondent's responses and averaging them to obtain a complete score that could range from 1.00 (strongly disagree values) through 3.00(neutral values) to 5.00 (strongly agree values). The mean score reported in the table (3.84) show that the respondents have less favourable perceptions about the ongoing CPD programme because the mean score is lower than the value 4.00, which represented a reasonable degree of agreement on the scale. Moreover, the standard deviation value also suggests a wider range of variability with the responses of the subjects. As can be seen in Table 3 above, the greater mean score is that of perception of CPD program objectives and usefulness (X= 3.84 with standard deviation 0.81).

Further analysis was made to prove whether the differences between the observed means and the expected mean value 4.00, which represented a reasonable degree of agreement on the scale, was statistically significant, applying One-Sample T-test.

Table 4: One-Sample Test Result Means for Perception of Objectives & Usefulness of CPD

				Test Value = 4					
N	Mean	S. D.	Std. Error Mean	Mean Diff.	df	t	Sig. (2-tailed)	95% Confidence Interval of the Difference	
								Lower	Upper
62	3.84	.808	.103	-.16	61	-1.600	.115	-.3693	.0410

As the table above shows, the mean for perception of CPD objectives and usefulness (X=3.84) is not statistically different from the expected mean value 4.00 at 95 % confidence interval of the difference as the observed t-value

(-1.600) is significant only at 0.115 level of significance.. Therefore, it can be said that the participants have a fairly good perception of the CPD programme objectives and usefulness.

This has been confirmed in the interview. Most of the teachers involved in the interview understood or perceived the CPD program as it was very useful to their professional development and expressed their reservations with the content and organization of the course.

They discussed different reasons why the program was useful and significant for them. They mentioned that the CPD program taught them how to solve their immediate programs, helped them to improve their teaching methods, improve their education, and develop their profession. They also believed that their students' achievements were improved as a result of the program. For the question: "Is CPD relevant for your professional practice?" Teacher Z, for example, said:

> *In my opinion, the launching of the program in schools is very necessary and significant ..... because the themes in the course books deal with different issues such as HIV/AIDS, on gender, and on current learning teaching pedagogy. It encourages and motivates us to discuss and to find solutions for problems around our school administration, around the teachers and students. So, I understand and recognize the program very useful and significant.*

Teacher B also added: *I am a certificate teacher...this CPD programme is very significant for those of us who did not get the chance of learning.* Teacher T also viewed it favourably saying: *As it teaches us how to teach, how to guide students in the classroom, it is ... important for us.* Some of the interviewees also perceived the importance of the programme in terms of L2 proficiency. For example, Teacher S remarked: *It improves our language, our speaking skill. It enables us to develop our profession in the learning teaching process.*

Although teachers complained that the programme took much of their free time, as it was conducted out of normal class time, they explained that they actively participated, which shows

a positive attitude of the participants towards the programme as a result of their good perceptions.

For instance, Teacher S commented, "*Although it takes up time, when we begin the discussion we participate actively, because the preparations of the books are participatory.*" Similarly, Teachers B said: "*...as it is closely related to our profession and our teaching activities, all of us participate actively.*"

Some other detailed analyses were made to examine the difference in the mean observed as a result of the respondents' differences in background. Therefore, using a descriptive statistical method, the researcher analysed each of the grand mean in terms of respondents' background information, i.e., school, sex, age, teaching experiences, qualification, and status.

the ongoing CPD programme have better perceptions and beliefs about the programme than their male counterparts.

The third descriptive statistical analysis was made to examine the observed means in terms of age- groups discussed the earlier section about bio-data of the respondents. As this table shows, most of the respondents belong to the second age group (n= 26) and third age group (n = 28), but the first age group consists of a small number of respondents (n = 8). When comparing mean scores for perceptions of CPD course content and organization (X= 3.45), we find the greatest to be that of the second age group (X= 3.45) and the smallest to be that of the third age group (X =3.19). The third age-group (46-58 year-old respondents) has scored the lowest means 3.19 with a largest standard deviation 0.756, for perception of content and organization. This seems to relate to what most participants reported in the interview about indifference of older teachers to the programme because they thought they would not benefit anything as they are to retire soon.

The next descriptive statistical analysis was made to examine whether or not the means for the same three variables varied along the difference in respondents' qualifications or educational background. As this table shows, most of the respondents belong to the second group (n= 47). The first group (n= 10) also consists of a relatively larger number of respondents than the third (n= 1) or the fourth one (n= 4), which included insignificant numbers of respondents. It would be more convincing to compare the first two groups, ignoring the last two even though the size of samples in the two groups varied. In each case, the mean scores of the first group (3.57) is larger than those of the second group (3.25). This seems to imply that EFL teachers with lower qualifications are generally more enthusiastic to learn new things and empower themselves than those with better qualifications.

Another attempt was made to analyse these three grand means in terms of the respondents' status in their career structure. However, as shown in Table 8, the majority (n = 38) belong to the last status group as most of the respondents have longer years of teaching service.

Finally, these same grand mean was analysed in terms of the respondents' teaching experience to see if the number of years teachers have served for has any influence on their perceptions about the CPD programme content and organization. As this table shows, most of the respondents belong to the second group (n= 30). The fourth group (n= 15) also consists of a

relatively larger number of respondents than the first (n= 8) or the second one (n= 9). It would be more convincing to compare the last two groups, ignoring the first two even though the size of samples in the two groups varied. In each case, the mean scores of the third group (3.39) is larger than those of the second group (3.20). This seems to imply that EFL teachers with longer years of experience were generally less interested in things other than what they had been practising for ages.

It is possible to relate this finding to low intrinsic motivation (McCulloch et. al., 2000) of the older participants, meaninglessness of the programme (Robinson, 2002) for these participants, and least likelihood of arousal adult learners' intellectual aspirations by rigid uncompromising requirements of authoritative programs of learning (Knowles, 1998), which affect the success of the programme. Therefore, the process these teachers have undertaken to become licensed through professional development program may initiate them into the world of bureaucracy and actually undermine the power to teach as Ayers' (1992) belief, cited in (Engv all, 1997). Therefore, the CPD activities are likely to be considered woefully inadequate and have been portrayed in disparaging ways, including a waster of time, a joke a slum of education as Symlie et al (1999) stressed.

4.4. Beliefs about Impacts of CPD on Participants' Practice of Teaching

The third part, consisting of 23 items, tried to address the respondents' espoused beliefs of the impacts of CPD on their actual practice in the classroom. The results have been presented in the following table.

Table 9: Mean of Beliefs about Impact of CPD on Participants' Current Practice

Group of Items	No. of Items	No. of Respondents	Mean	S. D.
Beliefs about impact of CPD on their current practice	23	62	3.60	.74

The statistical value of the mean beliefs about impact of CPD on participants' current practice reported in the table above has been found by summing each respondent's responses and averaging them to obtain a complete score that could range from 1.00 (strongly To No Extent at All values) through 3.00(To Certain Extent) to 5.00 (To a Very Large Extent values).

The mean score (3.60 with a standard deviation 0.74) reported in the table shows that the respondents believed that they their implementation of the facets of CPD have been impacted by the programme to a reasonably good frequency.

Though the mean for beliefs about impact of CPD on teachers' current practice (X= 3.60 with standard deviation 0.74) may indicate supposedly a certain degree of the respondents' practice, it shows a move from unconscious incompetence to conscious competence as Harmer (2001) explains it as a type of development in teacher development programmes.

However, teachers believed that the facets of the program as things that are not applicable in their context. For example, Teacher A decried their inapplicability saying: *I think they have copied them from some other countries. This can not be practically applied in our country.* To explain the reasons why they cannot be applied in their context, Teacher F added: ... T*his needs resources, small number of students, good class room conditions. In the absence of these it is difficult to apply them.* Teacher D further added:

> *... there are a lot of factors[improve the teaching-learning processes in schools]: the students willingness and effort, the students life, students family and parents life ------- the teacher is not the only responsible person to create good citizens.*

Some other detailed analyses were made to examine the difference in the means observed (3.60) reported in Table 9 as a result of the respondents' differences in background. Therefore, using a descriptive statistical method, the researcher analysed the grand mean in terms of respondents' background information, i.e., school, sex, age, teaching experiences, qualification, and status.

Table 10: Comparison of Means of Beliefs about Impacts of CPD on Current Practice in terms of respondents' background Information.

	Categories	N	Mean	S.D.
Sex	Male	41	3.58	.720
	Female	21	3.66	.792
	Total	62	3.60	.74
Age Group	20 - 32 years old	8	3.32	.508
	33 - 44 years old	26	3.74	.617
	46 - 58 years old	28	3.56	.880
	Total	62	3.60	.74
Qualification	TTI Certificate	10	3.79	.647
	Diploma 12+2/10+3	47	3.53	.782
	12 + 3	1	4.13	.
	B.A. Degree	4	3.86	.371
	Total	62	3.60	.74
Status	Beginner	3	3.70	.217
	Junior Teacher	3	3.59	.973
	Proper Teacher	5	3.10	.510
	Senior Teacher	6	3.92	.598
	Associate Teacher	7	3.54	.655
	Lead Teacher	38	3.63	.807
	Total	62	3.60	.74
Teaching Experience	1 -10 Years of Service	8	3.32	.509
	11 -20 Years of Service	9	3.97	.532
	21 -30 Years of Service	30	3.62	.724
	31 - 40 Years of Service	15	3.51	.934
	Total	62	3.60	.74

As shown in the above table, the female respondents have slightly higher level of perception and beliefs about the CPD program than their male counterparts do. The means of the variables for female respondents was 3.66 (Beliefs about Impacts of CPD on Current Practice) whereas the mean of those variables for male respondents was 3.58. These findings indicate that the

female EFL teachers participating in the ongoing CPD programme have better perceptions and beliefs about the programme than their male counterparts.

The third descriptive statistical analysis was made to examine the observed means in terms of age- groups discussed the earlier section about bio-data of the respondents. The findings of the analysis have been presented in the following. As this table shows, most of the respondents belong to the second age group (n= 26) and third age group (n = 28), but the first age group consists of a small number of respondents (n = 8). When comparing mean scores for beliefs about impact of CPD on teachers' current practice for the second group (X= 3.74) is the largest of the three. The third age-group (46-58 year-old respondents) has scored the lowest mean (3.56 with greatest standard deviation 0.880) for beliefs about impacts of CPD. This seems to relate to what older participants reported in the interview about indifference of older teachers to the programme because they thought they would not benefit anything as they are to retire soon while the younger ones thought they would benefit more. The next descriptive statistical analysis was made to examine whether or not the means for the same three variables varied along the difference in respondents' qualifications or educational background. The findings of this analysis have been presented in the same table. As this table shows, most of the respondents belong to the second group (n= 47). The first group (n= 10) also consists of a relatively larger number of respondents than the third (n= 1) or the fourth one (n= 4), which included insignificant numbers of respondents. It would be more convincing to compare the first two groups, ignoring the last two even though the size of samples in the two groups varied. In each case, the mean score of the first group (3.79) is larger than that of the second group (3.53). This seems to imply that EFL teachers with lower qualifications are generally more enthusiastic to learn new things and empower themselves than those with better qualifications.

Another attempt was made to analyse the same grand means in terms of the respondents' status in their career structure. However, as shown in Table 10, the majority (n = 38) belong to the last status group as most of the respondents have longer years of teaching service.

Finally, the same grand mean was analysed in terms of the respondents' teaching experience to see if the number of years teachers have served for has any influence on teachers' beliefs about impacts of the CPD programme on their current practice. This analysis was made based on the teaching experience of the respondents, as categorized in four groups in a range of ten-year

service of teaching. As this table shows, most of the respondents belong to the third group (n= 30). The fourth group (n= 15) also consists of a relatively larger number of respondents than the first (n= 8) or the second one (n= 10). It would be more convincing to compare the last two groups, ignoring the first two even though the size of samples in the two groups varied. In this case, the mean score of the third group (3.62) are larger than those of the second group (3.51). This seems to imply that EFL teachers with longer years of experience were generally less interested in things other than what they had been practising for ages.

4.5. CPD Facets by the Participants

The third part of the questionnaire had four subparts, each consisting of a group of items to assess the respondents' espoused beliefs of the impacts of CPD on their actual practice in the classroom. (See Appendix A) The first 10 related items (1 - 10) dealt with assessing the respondents' espoused beliefs about their practice of reflection as the impacts of the on-going CPD on their actual practice. The second subpart, consisting of six items (11 -16), assessed the respondents' espoused beliefs about their application of active learning in their classrooms; the third subpart, comprising three items (17 -19) referred to espoused beliefs about their employment of collaborative learning in their actual classes; and the last subpart, consisting of four items (20 – 23), tried to address the respondents' espoused beliefs about their employment of continuous assessment methods as the impacts of the on-going CPD on their actual practice.

Having tabulated the response of each respondent to these items, the researcher calculated the mean of the scale for the responses of each respondent to each group of items. Then, the grand means for the group of the responses were calculated and analysed, using both descriptive and inferential statistics. The findings of this analysis have been presented in the following table.

Table 11: Comparison of means for espoused beliefs of practice of reflection, espoused beliefs of practice of active learning, espoused beliefs of practice of collaborative learning and espoused beliefs of practice of continuous assessment

Group of Items	N	Mean	S. D.
Espoused beliefs of Practice of Reflection (Items 1 -10)	62	3.66	.763
Espoused beliefs of Practice of Active Learning (Items 11 -16)	62	3.43	.828
Espoused beliefs of Practice of Collaborative Learning (Items 17 -19)	62	3.77	.880
Espoused beliefs of Practice of Continuous Assessment (Items 20 -23)	62	3.59	.799

The statistical values of the means reported in the above table have been found by summing each respondent's responses and averaging them to obtain a complete score that could range from 1.00 (Never at All) to 5.00 (To a Great Extent). All the mean scores reported in the table show that the respondents believed their practices have changed a little more than "To Some Extent" because all the mean scores are lower than the value 4.00, which represented "A Fairly Large Extent" of new practices on the scale. As can be seen in Table 11 above, the greatest mean score is that of Espoused beliefs of Practice of Collaborative Learning (X= 3.77) and the next greatest mean score is that of Espoused beliefs of Practice of Reflection (X= 3.66). The mean for Espoused beliefs of Practice of Continuous Assessment (X= 3.59) is relatively larger than the smallest mean for Espoused beliefs of Practice of Active Learning (X= 3.43). Moreover, the standard deviation values also suggest a wider range of variability with the responses of the subjects.

This comparison of the means shows that the respondents believed that they applied collaborative learning more frequently and active learning less frequently than any other facets of CPD programme. This implies better application of group activities with lower understanding of active learning.

Based on these calculated means, further statistical analysis was made to see the relationship among four means; namely, espoused beliefs of practice of reflection (X_1), espoused beliefs of practice of active learning (X_2), espoused beliefs of practice of collaborative learning (X_3) and espoused beliefs of practice of continuous assessment (X_4). To see the inter-relationship, the researcher employed Pearson product moment correlation, using the SPSS program software.

Table 12: Relationship among espoused beliefs of practice of reflection, espoused beliefs of practice of active learning, espoused beliefs of practice of collaborative learning and espoused beliefs of practice of continuous assessment

	(X1)	(X2)	(X3)	(X4)
Espoused beliefs of Practice of Reflection (X1)	------			
Espoused beliefs of Practice of Active Learning (X2)	.787(**)	-----		
Espoused beliefs of Practice of Collaborative Learning (X3)	.806(**)	.770(**)	------	
Espoused beliefs of Practice of Continuous Assessment (X4)	.784(**)	.789(**)	.812(**)	-------

** Correlation is significant at the 0.01 level (2-tailed).

The above table illustrates the relationship among four variables .As shown in the table, the relationship among espoused beliefs of practice of reflection (X_1), espoused beliefs of practice of active learning (X_2), espoused beliefs of practice of collaborative learning (X_3) and espoused beliefs of practice of continuous assessment (X_4) have been found to be positive and strong . The correlation coefficients **r** = .787 for the relationship between X_1 and X_2, r = .806 for the relationship between X_1 and X_3, r = .784 for the relationship between X_1 and X_4, r = .770 for the relationship between X_2 and X_3 r = .789 for the relationship between X_2 and X_3 and r = .812 for the relationship between X_3 and X_4 have been proved to be significantly strong at 0.01 level of significance.

Like in the questionnaire, in the interview most of the teachers recognized that the facets of the CPD (action, research, active learning, group work and continuous assessment) were very useful to their professional development to improve their teaching practices. For example, Teacher A said:

... it enables the teacher to find solutions for the problems encountered in the teaching learning process---- because the teacher is made to work continuous assessment, the teacher is now able to assess how much the lesson is reflected on the students, how much the student is changed, and how much the student has followed the lesson. It helps the teacher to evaluate himself---- previously the lesson was teacher- centred but now, the students dividing themselves in a group, solve their problems *in collaboration, and develop the ability of leadership.*

Even if the teachers said this, the classroom observation data indicated that little attempt was made to employ active and collaborative learning

Likewise, Teacher T remarked:

> *Active learning makes the students more active participants. ... Cooperative learning enables the students develop their speaking skills and improves their reflective practices. We continuously assess the students using different techniques--- group work, homework, classwork, project work, etc. through action research, we have attempted to solve our problems.*

4.6. Comparison of perceptions about CPD programme Objectives and usefulness, Perceptions about CPD Course Content and Organization and Beliefs about Impacts of CPD on Current Practice

Based on these calculated means, further statistical analysis was made to see the relationship among five variables; namely, age (X_1), teaching experience (X_2), means for perceptions about CPD program objectives and usefulness (X_3), means for perception about CPD course content and organization (X_4) and means for beliefs about impacts of CPD on current practice (X_5). To see the inter-relationship, the researcher employed Pearson product moment correlation.

Table 13: Relationship among age, teaching experience, perceptions about CPD objectives and usefulness, perception about CPD course content and organization, and beliefs about impacts of CPD on current practice

	(X1)	(X2)	(X3)	(X4)	(X5)
Age (X1)	--------				
Teaching Experience (X2)	.978(**)	--------			
Perception Of Objectives & Usefulness (X3)	-.102	-.042	--------		
Perception Of Content & Organization (X4)	-.139	-.085	.709(**)	--------	
Beliefs about Impacts of CPD on Current Practice (X5)	-.017	-.012	.605(**)	.583(**)	--------

** Correlation is significant at the 0.01 level (2-tailed).

The above table illustrates the relationship among five variables .As shown in the table, the age of the subject has been found to have an inverse relationship with perception about CPD program objectives and usefulness (**r** =-.102) ,perception about the CPD course content and organization (**r** = -.139) and beliefs about the impact of CPD on their current practice (**r** = -.01). Though the inverse relationships indicated by the correlation coefficients shows that as the means for perceptions and beliefs of respondents about the CPD programme (X_3, X_4, X_5) decrease as the ages of the respondents increase, these inverse relationships are not strong enough at the 0.05 level of significance. Similarly, the teaching experiences of the respondents (X_2) which has a strong positive relationship with their ages (**r** =.987 at 0.01 level of significance) has very weak inverse relationships with perception about CPD programme objectives and usefulness (**r** = -.042), perception about the CPD course content and organization (**r** = -.085) and beliefs about the impact of CPD on their current practice (**r** = -.012).

However, the relationship among perception about CPD objective & organization (X_3) , perceptions about CPD course content and organization (X_4) and beliefs about impact of CPD on current practice of teachers (X_5) have been found to be positive and strong . The correlation coefficients **r** = .709 for the relationship between X_3 (perception about CPD course objectives and organization) and X_4 (perceptions about CPD course content and organization), **r** = .605

for the relationship between X_3 and X_5 (beliefs about in pacts of CPD programme on teachers' current practices) and $r = .583$ for the relationship between X_4 and X_5 have been proved to be significantly strong at 0.01 level of significance. These show that the responses given to the items in these different parts can have reasonable degree of consistency.

This can be supported with the data from the interview. As some participants reported in the interview, it seemed that they perceived the programme as something imposed on them as they did not take part in formulating it and as they were not clearly oriented. Specially, teachers who have longer experience and age have low enthusiasm. The reason for this, as Teacher A explained it, is: ... *those teachers who have longer experience do not want to participate because they think they do not get any benefit, as they are on the way to retire.* In addition, Teacher E said: *If a teacher does not participate in the CPD programme, it is considered a fault... Only teachers who apply it practically should have been admitted to it and could have done it freely.*

This implies that the programme does not consider participants' concern, which the literature argues for. Although the participants' perception of the objectives and usefulness of the CPD program was fairly good, they had dissatisfaction with the contents and organizations of the programme. This might be due to the fact that they regarded CPD as something imposed on them. Under this circumstance, there is a great tendency for participants to lose appetite in a course of training if they do not gain a sense of ownership for it. The importance of gaining participants' sense of ownership for professional activities which they are a part seems to have been neglected. For instance, Day (1987) points out that while most teachers are capable of recognizing the need for change and changing their practices, the extent to which change will be implemented will be limited by the psychological or social environment or context in which the teachers work and their perceptions. McCulloch et. al. (2000) also argue that the best professional development programs should capitalize upon and consolidate intrinsic motivation, which would suggest that teachers should have some scope to choose what to learn, when and how. In their opinion, this is not usually possible in times of system-wide change where government imperatives drive professional learning.

4.7. Implementation of CPD Facets by the Participants

4.7.1. Active Learning

Further data source was used in the study to determine whether or not there is consistency between what the subjects believed they do and what they actually do. As it has been mentioned earlier in this paper, the purpose of the observation was to investigate whether teachers actually apply in their classrooms the knowledge they get from CPD programme. The checklist considered 19 items, the first 11 items referred to active learning and the rest referred to group work. Although the results may not lead to generalization, they may indicate some facts.

Using this 19-item checklist for active learning and collaborative learning behaviour in classrooms, the researcher and an assistant observed 16 teachers twice. After each observation, the researcher and the co-observer compared their tallying and averaged the values. The results of the 32 classroom observations have been summarized as follows:

Table 14: Observed Active Learning Behaviour

Item on Checklist	Tallies (Frequency)			
	Present	Not present	Not the extent of present	Total
1	16	16	-	32
2	8	20	4	32
3	12	16	4	32
4	20	12	-	32
5	20	-	12	32
6	14	12	6	32
7	16	16	-	32
8	-	30	2	32
9	12	20	-	32
10	4	28	-	32
11	8	18	6	32
Total	130	188	34	352
Percent	36.93%	53.41%	9.66%	100%

As the frequency of the tallies in the checklist summarized in the above table, the presence of behaviour for active learning totalled 130 out of the whole expected 352 tallies for the 32 classroom observations. These accounted for 36.93%, while the absence of the behaviour totalling 188 accounted for 53.41%. Different strategies that promote active learning in the classroom like project work, group work, debates, brainstorming, games, drama, and role-playing and peer teaching (Breslow, 1999; Bonwell and Eisen, 1991) were not observed. This means very little attempt was made by the observed teachers to employ active learning methods in their classes, and the classes were dominated by teacher–centred methods. This is quite inconsistent with the questionnaire respondents' beliefs about their employment of active learning method as impacts of CPD (Mean 3.43 with a standard deviation. 0.828). Though the participants' conceptions have been affected and their knowledge has increased, the change in conception and increase in knowledge does not necessarily guarantee change in practice. This might be what has been evidenced in the literature as the existence of a fundamental doubt about the causal relationship in conception and changes in practice (Ho, et. al., 2000) or discrepancies which reflect a gap between behavior and intention, which Hopkins (2002) calls a "performance gap" e.g. (1) discrepancy between a teacher's publicly declared philosophy or beliefs about education and how he or she behaves in the classroom (2) discrepancy between a teacher's declared goals and objectives and the way in which the lesson is actually taught; and (3) discrepancy between a teacher's perception or account of a lesson, and the perception or account of other participants (e.g. pupils or observers) in the classroom (Craton, 1994) in spite of the counter arguments that are grounded in theoretical predictions that if teachers conceptions of teaching are developing to a higher level, their practice should improve accordingly (Ho, et al; 2001).

In fact, this discrepancy can be attributed to some impeding factors to employ active learning strategies in classrooms as Laura's (1994), and Bonwell and Eisen's (1991) studies identified such as teachers self-perceptions and self-definition of roles; the discomfort and anxiety that change creates; the limited incentives for teachers to change; lack of confidence; possible increase in preparation time; the potential difficulty of using active learning in large classes, and lack of needed materials, equipment, or resources.

4.7.2. Collaborative Learning

The last nine items on the checklist referred to group work. Using these nine items of the checklist for collaborative learning behaviour in classrooms, the researcher and an assistant observed 16 teachers twice. After each observation, the researcher and the co-observer compared their tallying and averaged the values. The results of the 32 classroom observations have been summarized as follows:

Table 15: Observed Collaborative Learning Behaviour

Item on Checklist	Tallies (Frequency)			
	Present	Not present	Not the extent of present	Total
12	16	16	-	32
13	4	28	-	32
14	4	28	-	32
15	8	24	-	32
16	6	24	2	32
17	6	18	8	32
18	4	28	-	32
19	-	32	-	32
Total	48	198	10	256
Percent	19.05%	76.98%	3.96%	100%

As the frequency of the tallies in the checklist summarized in the above table, the presence of behaviour for collaborative learning totalled 48 out of the whole expected 256 tallies for the 32 classroom observations. These accounted for 19.05%, while the absence of the behaviour tallying 194 accounted for 76.98%. This means very little attempt was made by the observed teachers to employ collaborative learning methods in their classes, and the classes were dominated by individual work. Even those who attempted to use group were observed to use it appropriately, most of these teachers were observed making their students read the dialogues, usually in pairs, turn by turn. This seems to exactly the same as Johnson and Johnson's (1990: 77) warnings that cooperative group work is not having students side by side at the same table each other as they do their individual assignment, having students do a task individually with instructions that the one who finishes first helps the slower student or assigning a report to a

group where one student does all the work and others put their names on it. They emphasize that many teachers believe that they are implementing cooperative learning when in fact they are missing the point. This is quite inconsistent with the questionnaire respondents' beliefs about their employment of collaborative learning as impacts of CPD (mean 3.77 with a standard deviation. 0.88).

This has further been evidenced in the interview in which some of them doubted the effective application of group work and active learning methods though some teachers said that they sometimes use these methods in their classes. For example, Teacher A commented on group work as follows:

> *The group work we give the students in the class may be effective, but the group work we give them is done by others------ that paper is submitted. We give their ten out of ten. In exams they are nil. How can we say the students are changed?*

Teacher D also had this to say:

> *In group work, it is very difficult to follow up all the students and identity the successful from the unsuccessful ones. The number of students in one class is very high. It is difficult to assess 60 or 70 students in one class, particularly in departmentalized teaching where one teaches four or five sections. I don't think we appropriately apply them.*

4.7.3. Reflective Practice

Another attempt in the interview was made to explore what the participant would say about reflective practices and to crosscheck their rating of their own beliefs about impacts of CPD with reference to reflective practice (Mean 3.6629 with a standard deviation 0.76378).

In fact, the participants interviewed thought that the CPD program has helped them to develop their critical reflection abilities.

Teacher S remarked: *CPD is a good stage to share our experiences we share our experience by raising issues from what we have learned at different times. We have learnt from one another.*

Teacher Z also said: *When students face problems, when students show ethical problems, when students need parental support, we have attempted to get solutions.*

A further data source in the study was document analysis. The purpose of the document analysis was to see whether or not teachers attempted to practice what they learnt in the CPD course. In this document observation, the researcher attempted to see 8 teachers' portfolios to see their reflective activities, 8 teachers' action research, 16 teachers' lesson plans and 16 teacher' mark lists to see what their continuous assessments were like. All these documents were from those teachers who were observed teaching in their classes twice.

After every five sessions, teachers are supposed to write group and individual reflections which are kept in portfolios. They write their reflection based on the format they have learnt from CPD course. According to this format, teachers write about their understanding of the course, their participation during the group discussion sessions, and the courses relation to their teaching and the significance of the courses in developing.

Though a few teachers simply listed the topics of the courses and write the main themes, most of them wrote about how much their learning of the course according to the format. For example, one teacher wrote: ... *the stronger part of this course ... gives deep understanding about the gender issues ----- continuous assessment ------- teaching large classes as one group and small groups according to the relevance context of our school.*

As the researcher had access to see the lesson plan format teachers used, they were almost similar. The lesson plan had objective(s), activities, usually two activities, as well as the resource material(s) used. Teachers indicated time for each activity, usually twenty minutes for each activity. When the lesson plan format teachers used compared with the lesson plan format found in the CPD course book, the format teachers used did not include assessment techniques and lesson evaluation. According to the CPD format, the teachers are supposed to evaluate his/her lesson by identifying the successful things and the things that would need improvement in the future. This seems to initiate the teachers to develop critical reflection while the lesson plan format they currently use does not.

Besides, another attempt in the interview was made to explore what the participant would say about their portfolios. They reported that all teachers wrote their reflections about the course, which was filed in the form of portfolio. Even though they didn't have any opposition to their

writing of reflection, most of them complained of its being used as evaluation criteria for their promotion. For instance, Teacher S said: *The people from the office tell us that it (portfolio) is connected to our life---- to our bread. This is not good. We need to be convinced. This is enough.*

From the theoretical perspectives, what these participants believed to have done and what has been observed in the document reviews do not qualify any of the seven key characteristics of reflective practice Pollard (2005) identified (See Page 18). These participants are not engaged in a complex process of planning, decision–making, hypothesis testing, experimentation, and reflection as Richards (1991) argues. Their actual teaching experiences have not served as the basis for constructing theories and for developing notions of effective teaching.

4.7.4. Continuous Assessment

In the schools the eight teachers' mark lists were observed. These teachers used almost a similar continuous assessment format. The teachers assessed their students through tests, classroom, homework, group-work, and projects. Through these techniques the students were assessed out of 40%. This could imply that there is an attempt to use continuous assessment. This seems compatible with what the questionnaire respondents believed about the use of continuous assessment (Mean 3.59, with a standard deviation 0.799). However, the marks listed might not show that teachers evaluated their students effectively.

Participants mention some of the **factors** that didn't enable them to practice active learning, group learning and continuous assessment effectively. Some of these are class size, student's background experience and materials and facilities as determining factors in employing active learning methods and continuous assessment. Among the factors that impede that implementation of continuous assessment identified by Mulu, (2005) and Dawit, (2005) in Ethiopian school context, large student population, lack of commitment and motivation on the part of the teacher's misconception of the overall theoretical and practical aspects of continuous assessment, teacher's unfavorable attitude toward a continuous assessment approach and shortage of time are also noticeable in this study.

It might be cumbersome to employ group learning methods and follow up the performance of each student in classes of sixty or seventy. Pate- Bain, et al., (2002) also find out that class size is a determining factor to the success of the most effective teacher in that small class size

allowed in-depth teaching of basic content and frequent opportunities for students to engage in first hand learning activities.

4.7.5. Action Research

In the document observation, the researcher attempted to see 8 teachers' action research to see what the action research conducted by the teachers whose classes were observed was like. As the CPD course contents are not subject specific, the study groups were formed from different departments because most of the action research works were done by teachers from different department. Most teachers usually collaboratively did action research on topics immediate schools problems. For example, teachers conducted action research on topics such as:

- Discipline problems of Grade 5 students
- The problems of late comers of Grade 8
- How can Grade 8A students improve their English Language and their behaviour?
- How to improve the participation of Grade 6 female students

Most of teachers followed the action research format found in the CPD course books which consists research issue(s), research questions, method and analyses. Most of them used questionnaire as data collecting tool. After analysis, they recommended possible solutions for the problems. However, they did not prepare action pan and reflect on the results of their findings. The significance of action research is the presence of planned action and reflection, otherwise its contribution to improve teaching–learning conditions can be meaningless as Light and Cox (2001) state that action research is not a mere method of research but also a way of reflecting on teaching and thereby creating an inquiry culture in education.. Regarding the significance of action and reflection in action research, Reason and Bradbury (2001) pinpoint that action research seeks to bring together action and reflection, theory and practice in pursue of practical solutions to issues of pressing concern. It engenders reflective practice and promotes educational change (Price, 2001) and leads to deliberate and planned action to improve conditions for teaching and earning (O'Hanlon, 1996; cited in Villegas-Reimers, 2003).

CHAPTER FIVE

Summary, Conclusions and Recommendations

This chapter summarizes what has been discussed in chapter four and attempts to conclude the study and suggests recommendation.

5.1 Summary

This study focused on investigating EFL teachers' perceptions of the CPD programme objectives and usefulness, their perceptions of the CPD course content and organization, their espoused beliefs about practices of the facets of CPD and their actual practices of these facets on the job. Both quantitative and qualitative data were gathered about the programme through multiple data collecting instruments, i.e., questionnaire, group interview, classroom observations, and document reviews. These data were analyzed using both quantitative and qualitative data analysis methods. In general senses, both the statistical and interview analysis results indicated that participants had fairly good perception about CPD programme objectives and usefulness. It seemed that participants' assumptions, beliefs and conceptions about teaching development were fairly changed.

However, when participants' perceptions about the CPD objectives and usefulness were compared in sex, age, teaching experience and qualifications, the results indicated variations. Both the statistical and interview analysis showed that participants who are older and had longer teaching experiences had dissatisfaction with the ongoing CPD programme. As they had negative attitudes towards the programme, it seemed that they insisted on their traditional beliefs about teaching and learning and were not interested and motivated to learn new things. On the other hand, statistical and interview analysis results revealed that female participants and participants with lower qualifications tended to have a more positive attitude towards the programme and had better perceptions about the CPD objectives. These findings about female and participant with lower qualifications good perception about CPD need further study.

Even though participants generally had better perception about the programme, most of them seemed to have dissatisfaction with course content and organization.

Regarding the practice of CPD facets, both the statistical and interview results indicated that participants believed that they actually practiced reflective teaching, active learning,

collaborative learning and continuous assessment in their classrooms. However, some believed that the facets of the programme could not be implemented in their context. Moreover, classroom observations and document analyses indicated that they almost did not practice these learning–teaching strategies. There seemed to be a discrepancy between what participants believed they do and what they actually do. The absence of practice was not due to disregarding the facet of the programme but due to the context of practice. The participants also believed that since the material was written in English, this challenged their understanding the concepts and ideas in the material. Besides, they thought that facilitators lacked the necessary competency and skills to lead the programme.

Participants seemed to welcome their writing of reflective activities and keeping them in portfolios, but they opposed the use of the portfolios as evaluative criteria for their promotion in the career structure.

5.2 Conclusions

Based on the findings and the discussions in the preceding chapter, it is possible to draw the following conclusions.

1. The EFL teachers' assumptions, beliefs and conceptions about teacher development were affected and their knowledge about alternative methods of teaching increased despite the variations according to their age, experience and qualification.
2. The EFL teachers had dissatisfactions with the course content and organization of the programme, and the way it ran due to imposition nature of the programme rather than boosting the intrinsic motivation of the participants, incompetence of facilitators, lack of close follow-up of the responsible coordinators and shortage of materials.
3. There is a wide discrepancy between EFL teachers' beliefs about and actual practice of reflection, action research, active learning, collaborative learning, and continuous assessment in their actual teaching.
4. The EFL teachers' perceptions were altered and their knowledge increased, but their practices remained unchanged.

5.3 Recommendations

Based on the findings, summary and conclusions made, it could be recommended that:

- Teachers need orientations so that they could have a more clear understanding of the programme so that they can participate whole-heartedly and willingly to develop a habit of discussing with colleagues and sharing their experiences, a disposition to learn to teach, and the skill of critical reflection and self-awareness on all that they do in their classes.
- Facilitators should be given appropriate training which enables them to lead the programme effectively and efficiently as the programme is still going on.

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Appendix A

ADDIS ABEBA UNIVERSITY

SCHOOL OF GRADUATE STUDIES

INSTITUTE OF LANGUAGE STUDIES

DEPARTMENT OF FOREIGN LANGUAGES AND LITERATURE

Questionnaire

Dear Respondent:

The purpose of this questionnaire is to gather information about your perception of Continuous Professional Development you are attending and your current practices. The information you provide will be used only for a research purpose and will remain highly confidential. There is no need to write your name. Your genuine responses contribute the most valuable part to the successful completion of this study, which leads to a Master's degree in TEFL. You are therefore kindly requested to provide genuine information. Your cooperation is very much appreciated.

Thank you very much.

Personal Information

School:_____

Sex : ☐ Male ☐ Female Age: _____

Qualification: ☐ Certificate (12+1) ☐ Diploma (12+2 or 10+3)

☐ 12+3 ☐ B.A./B.Ed

Position: ☐ Beginning Teacher ☐ Junior Teacher

☐ Proper Teacher ☐ Senior Teacher

☐ Associate Teacher ☐ Lead Teacher

Number of years served as a teacher _____

Part I. Perception of CPD Programme

A. CPD Course Objectives and Usefulness

Please read the following statements and cross (X) against for each statement select the response that best represents your agreement or disagreement.

SA= Strongly Agree A= Agree N= Neutral D= Disagree SD= Strongly Disagree

No	**I think CPD programme I am currently attending helps teachers to**	SA	A	N	D	SD
1	become well-educated reflective teachers.					
2	build links between knowledge and practice through real learning tasks.					
3	develop autonomy and reflectivity through self- regulating activities.					
4	examine their existing beliefs, conceptions, experience and knowledge in relation to new challenging ideas and experience.					
5	guide them into a critical dialogue with friends concerning their current practices.					
6	create in them the ability to be self-evaluative and autonomous.					
7	encourage them to devise new ways of teaching rather than conforming to tradition.					
8	understand different theories of teaching.					
9	make well-informed pedagogical decisions in EFL classrooms.					
10	prepare good EFL lesson plans.					
11	address the needs of students in EFL classrooms.					
12	understand the dynamics of learning-teaching processes.					
13	monitor and evaluate EFL teaching processes.					
14	use various methods of assessment of students' performance.					
15	adapt and tailor lessons to students' characteristics.					
16	think of their own philosophies or theories of teaching.					
17	read different books on language teaching methods					

B. CPD course Content and organization

Please read the following statements and for each statement select the response that best represents your agreement or disagreement.

SA= Strongly Agree A= Agree N= Neutral D= Disagree SD=Strongly Disagree

No		SA	A	N	D	SD
1	The CPD courses are well-organized.					
2	The contents of CPD courses are sufficiently challenging.					
3	The CPD course materials are useful resources.					
4	The CPD courses promote collaboration among colleagues.					
5	The CPD course facilitators are trained well enough to lead the programme.					
6	The CPD programme duration is of appropriate length.					
7	The CPD programme themes (active learning, reflection, action research, continuous assessment, etc.) are applicable in our school context.					
8	The CPD training courses should be organized on subject major areas.					

Part II. Current practices as a result of the CPD Programme

Please read the following statements and select for each statement a response that best represents the degree/extent CPD has changed your practice by ticking (✓) in the boxes against each statement.

No	**Since attending the CPD programme:**	To a great	To a fairly large	To some extent	To a small	Never at all
	I have become analytical about my own experiences.					
	I have been open to reflect about my own practice					
	I have been willing to consider alternative teaching ways.					
	I have become willing to learn from my mistakes.					
	I have started to engage in conscious self-monitoring of practice.					

6	I have started to argue over controversial ideas and to develop my reasoning skills.					
7	I have entered into collaboration with colleagues to solve problems in our EFL classrooms.					
8	I have started to critically observe what is going on in the EFL classrooms to define and redefine the problem I want to address.					
9	I have tried to generate various ideas for changing the situation and decide what action to undertake.					
10	I have started to justify my actions and evaluate the actions and the decision making process.					
11	I have started to give students time to think about a topic, turn to their neighbor for a short discussion, and then share the results with the rest of the class.					
12	I have started to present practical activities before concepts in order to encourage them to generate rather than simply to receive knowledge					
13	I have started to incorporate games like matching, mysteries, group competitions, solving puzzles, etc., related to the subject to foster active learning and participation.					
14	I have started to stage debates in class to encourage students to think about several sides of an issue.					
15	I have started to engage students in higher-order thinking tasks as analysis, synthesis, and evaluation.					
16	I have started to include a variety of problems to be solved.					
17	I have started to organize group work to allow every participant the chance to speak and share personal views.					
18	I have started to encourage collaboration among learners to develop the skill of working with others.					
19	I have started to engage learners in a discussion/ dialogue in pairs and small groups.					
20	I have started to use continuous assessment techniques.					
21	I have started to use self and peer correction methods.					
22	I have started to assign appropriate values to each activity students do in the semester.					
23	I have stopped depending only on tests and exams to evaluate students' performance.					

Appendix B

Interview Questions

1. What benefits do you think teachers get by participating in the CPD program? Is CPD relevant for your professional practice? How? If not, why not?
2. As to what extent do you think the teachers develop the behavior of critical reflection?
3. What do you say about the significance of active learning, group learning, continues assessment and action research in the educational development of teachers?

To what extent do you yourself employ these methods in the classroom?

4. What problems do you encounter when participating in the CPD program? How do you solve these problems? What measures do you think should be taken to in prove the program in the future.
5. How do you express your motivation and involvement in the sessions of CPD?
6. What is your feeling or general outlook regarding the CPD program?

ቃለ መጠይቅ

1. መምህራን በተከታታይ የመምህራን እድገት /CPD/ በመሳተፋቸው ምን ጥቅሞችን አግኝተዋል ብለው ያስባሉ? ተከታታይ የመምህራን ዕድገት ፕሮግራም ለመምህራን መ·ያዊ ዕድገት አስፈላጊ ነው ብለው ያምናሉ? ካልሆነስ ለምን?

2. በተከታታይ የመምህራን ዕድገት /CPD/ ኮርሶች ውስጥ የተካተቱ ጭብጦች መምህራን በጥልቀት አስቦ የመስራትና የማንፀባረቅ ባህሪ እንዲያጎለብት ምን ያህክል ረድታቸዋል?

3. ተማሪ ተኮር የማስተማር ዘዴ በቡድን የማስተማር ዘዴ የተከታታይ ግምገማና የተግባር ምርመራ ለመምህራን መ·ያዊ ዕድገት ስላላቸዉ ጠቀሜታ ምን ይላሉ? እነዚህንስ የማስተማር ዘዴዎች እርሰዎ በክፍል ዉስት ምን ያክል ይጠቀመ·ባቸዋል?

4. በተከታታይ የመምህራን ዕድገት/CPD/ ፕሮግራም ስትሳተፉ ምን ችግሮች አጋጥሟችኋል? ችግሮችንስ እንዴት ፈታችኋቸዉ? ወደፊት ፕሮግራሙን በማሻሻል ምን ርምጃ ቢወስድ ይሻላል ይላሉ?

5. በተከታታ የመምህራን ዕድገት ዉይይት ጊዜ የእርሰዎ ተነሳሽነትና ተሳትፎ እንዴት ይገልጹታል?

6. ለተከታታይ የመምህራን ዕድገት/CPD/ ፕሮግራም ያለዎትን ስሜት ወይም አጠቃላይ አመለካከት ቢገልጹልኝ?

Appendix C

CLASSROOM OBSERVATION CHECKLIST

School _____ Teacher_____ Grade & Section_____

Date_____ Session_____ Time_____

Lesson Topic_____

		Present	Not present	Not the extent of presence	Comment
1	Did the teacher begin a new topic with brainstorming activity? (e.g., grammar teaching)				
2	Did the teacher present activities prior to concepts or theories?				
3	Did the teacher encourage learners to forward their ideas or views?				
4	Did the teacher relate the topic to learners' real life experience?				
5	Did the teacher present activities of appropriate challenge?				
6	Did the teacher employ a variety of activities?				
7	Did the teacher engage learners in problem solving?				
8	Did the teacher stage a debate in the class?				
9	Did the teacher present controversial issues in the lesson?				
10	Did the teacher encourage learners to evaluate their learning towards the end of the lesson?				
11	Did the teacher employ questions to promote higher order thinking?				
12	Did the teacher encourage learners to work in pairs and small groups?				
13	Were the pair- or group-work activities well planned?				
14	Did the pair- or group-work activities have a clear purpose?				

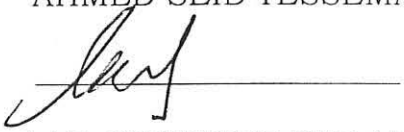
15	Did the learners clearly understand what was expected of them in the pair- or group-work activities?				
16	Did the learners clearly understand the procedure of the pair- or group-work activities?				
17	Did the learners clearly know their roles in the pair- or group-work activities?				
18	Did each participant have the chance to speak and share their views in the pair- or group-work activities?				
19	Did the teacher try to check domination of some fellows in the group discussion?				

15	Did the learners clearly understand what was expected of them in the pair- or group-work activities?				
16	Did the learners clearly understand the procedure of the pair- or group-work activities?				
17	Did the learners clearly know their roles in the pair- or group-work activities?				
18	Did each participant have the chance to speak and share their views in the pair- or group-work activities?				
19	Did the teacher try to check domination of some fellows in the group discussion?				

DECLARATION

I, the undersigned, declare that this thesis is my original work and has not been presented for a degree in any university.

NAME: AHMED SEID TESSEMA

SIGNATURE: 

PLACE: AAU: INSTITUTE OF LANGUAGE STUDIES

DATE OF SUBMISSION: JULY 14, 2008