

**An Assessment of Language Teacher Educators' Classroom  
Performances:  
The Case of Awassa College of Teacher Education**

**By  
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## ABSTRACT

Since the start of modern education in Ethiopia, many reforms have been made in education in general and teacher education in particular to improve its quality. As part of this, very recently, a guiding material called Teacher Education System Overhaul (TESO) was developed and put in to effect with detailed pedagogical competence and personal qualities teacher educators should exhibit in their classrooms. This is believed to provide the student teachers with good model practices of the theories they have learned.

Thus, the researcher is inspired to assess the language teacher educators' classroom performances in accordance with the suggested methods of language teaching and personal qualities. The researcher, therefore, set the following objectives: assessing their perception on the methods and personal qualities, their performances, and the potential problems that could affect their classroom performances.

The study addresses issues related to the language educators' perception of the methods and personal qualities suggested both in the general language teaching pedagogy and in the TESO material and their classroom performances. Besides, the language educators' relationships with the student teachers, modelling, practicum, problems that affect their performances, and higher diploma are discussed.

For this, Awassa College of Teacher Education was selected as area and four willing language educators were made subjects of the study. These language educators were observed twice teaching in their classes, evaluated by their students, interviewed and made to discuss in a group. Then the data was explicitly described.

The findings indicated that the language teacher educators' classroom performance was below satisfactory. Based on this, the researcher recommends that professional development oriented programmes should be organised and/or strengthened to help language educators develop professionally and become better practitioners. This will shorten the journey for quality education.

# CHAPTER ONE

## INTRODUCTION

### 1. Background of the Study

Education plays a vital role for the development of a country. That is why the government, as one of its development priority, allocates a huge amount of money. Curriculum is being developed and revised, materials are being prepared, and schools are being constructed. These are all geared towards bringing quality education at all level.

Since Teacher Education Institutions (TEIs) are places where you could lay the foundation for quality education, they are part of these changes to a larger extent. Recently, a new programme for TEIs is developed in an attempt to overhaul the system. As a result, curriculum and materials are developed at regional level. The previous teaching practice is also substituted by a new approach called practicum which is believed to create an extended opportunity for the student to observe and practice teaching. Teacher educators are encouraged to work with schools so as to share actual experiences from the school teachers. To improve the teacher educators pedagogical competence, a higher diploma programme is also designed and being given in all the TEIs of the country.

Despite all these, as many ministry reports indicate (Livingston 2001:1 and Ministry of Education 2002:1) teaching, especially English language teaching is getting worse and worse. Looking at the degree of the problem, in addition to the aforementioned attempts, the ministry together with the British Council and other donors developed an 'English Language Improvement Programme' (ELIP) to primarily improve the teachers' language proficiency so as to develop their confidence of using the language in the classroom. This project is meant to be delivered to nearly all teachers of all subjects using TEIs as a centre.

Thus TEIs, with all these multiple responsibilities should be filled with highly qualified and experienced teacher educators. They should be places where theories of teaching are being displayed in practice. Therefore, they should serve as centres where student teachers are really

being educated, where professional development oriented trainings are given to the school teachers, where research works are conducted, presented and lessons learned.

## **1.2 Statement of the Problem**

Although Ethiopian education counted centuries, it has faced a series of challenges. These challenges are especially very apparent in the field of English language teaching. As reports from the ministry of education in a number of workshops indicate, education in general and English language teaching in particular in the country is generally deteriorating because of the following points (Livingston 2001:1 and Ministry of Education 2002:1)

- The professional competence of teachers was found to be deficient.
- The content knowledge of the teachers was unsatisfactory.
- The teaching skills and techniques were found to be not good enough.

For this problem, a number of reasons can be given. The quality of courses TEIs are providing, the learning environment, accessibility of materials, the selection of the student-teachers and, above all, the quality of teacher educators to be good role models to the student-teachers contribute to the problem. To revert this situation, the ministry has taken many actions, as mentioned above, to help the teacher educators be professionally confident and play the role they are expected to play.

Many researches have also been done to investigate the problems in the TEIs. But most of these researches are conducted from the point of view of curriculum, material and practicum. They all came up with meaningful findings. But the researcher still believes that the teacher educator factor is not yet explored well. As a teacher educator, the researcher has also experienced the problems on the teacher educator's side which inspired him to conduct this research. So, the very purpose of this research is to assess the English language teacher educators' classroom performances and their personal qualities.

Therefore, the researcher generally aims at finding out where the actual problems are in the TEIs and to give recommendations on how the problems could be solved. Thus, the researcher aims at achieving the following objectives:

- To assess as to how well they know about the different methods, techniques and procedures (pedagogic knowledge) and personal qualities suggested in the general language teaching pedagogy in general and in the Teacher Education System Overhaul (TESO) material in particular.
- To examine the extent to which what is suggested in the general language teaching pedagogy in general and in the TESO material in particular is being implemented.
- To identify the actual and potential obstacles for the implementation of the language educators' pedagogical knowledge.

In view of the forgoing discussion, some pertinent questions are raised in an attempt to attain the purpose identified in the study. These are:

- Do language educators have good understanding of the different methods, techniques and procedures that constitute effective teaching-learning classroom?
- Do language educators use different kinds of methods, techniques and procedures in their classrooms so as to maximize learning?
- Do language educators exhibit personal qualities which could help establish good teaching-learning environment?
- What are the factors which affect language educators' classroom performances?
- Is there a significant difference in the classroom performance between language educators' who participated in the higher diploma programme and who didn't?

### **1.3 Significance of the Study**

In the world at large, the study of teachers' classroom performance is one of the most important areas of educational research. However, in Ethiopia, it appears that research relating to the performance of teacher educators is limited currently as compared to the existing demands to improve classroom interaction. Thus, it seems essential to conduct research on problems related to teaching to get feedback for the improvement of the teaching learning process in schools.

This study therefore, is expected to provide the necessary data regarding teacher educators' classroom performances and factors that influence their performance in implementing the new language syllabus and thereby enabling concerned individuals to be aware of the conditions and take the necessary correction.

More specifically, this study is significant for the following reasons.

1. It is hoped that this research serves as a frame of reference to people in the Institute of Curriculum Development and Research (ICDR) to determine properly what values are worth considering and how they could be put into effect.
2. The findings of the study can help educational practitioners to see their own shortcomings and strong points for further improvement of the process of implementation.
3. It helps teachers, school directors and educational officials to be informed about the relative impact of various factors upon effective teachers' classroom performances so as to take corrective measures whenever possible.
4. This may create an awareness of the state of affairs regarding the level of classroom performances of primary school teachers in implementing the new language syllabus.
5. Since research work on teacher educators' classroom performance is very rare, this study may promote other researchers' interest to investigate more in the area.
6. Finally, since the study area is limited to one college, the findings are expected to serve, as a baseline work for future in-depth investigation at national level.

#### **1.4 Delimitation of the Problem**

This study was limited to Awassa College of Teacher Education because the issue under investigation requires an in depth study. Different instruments are used to have a close look at the teacher educators' performance. This makes conducting the research at a larger extent beyond the reach of the researcher.

Besides, even though aspects of effective classrooms that require evaluation are numerous, the scope of this study was limited to classroom process with a special emphasis on teacher educators' classroom performances or the pedagogical aspects of language teaching and their personal qualities only. As a result, issues related to the teachers' attitudes towards the

curriculum, their mastery of the language, their participation in extra-curricular activities were not considered. This was because, trying to address all these areas in this research would make things very complicated for each issue is very wide and important. But it is the researcher's belief that this could arouse the interest of other researchers to further research these issues.

# CHAPTER TWO

## REVIEW OF RELATED LITERATURE

### 2.1 Theory versus Practice in Teacher Education

The role of theory and practice in teacher education has been the concern of many educators in different parts of the world since the start of modern education (Wallace, M. 1991: 4). These differences are clearly seen being reflected on the teacher educators performances: some tend to be more theoretical and others extremely practical giving little input for the students. Shaeffer (in Rust and Daun 1990:95) expresses that most teacher educators still emphasise in theory as a bases for teaching teachers. The practical activities are only left for the practicum time when the students go out to schools to observe the school teachers. Based on this, it is possible to classify and see educators into three categories according to the belief they have about the role of theory and practice.

The first group of educators are those who strongly believe in the importance of practice over theory. These educators argue that since knowledge is a result of individual's experiences over a range of time, and that there is nothing constant, courses should be designed and delivered in a way that encourage the learners to directly experience and build their own generalisations about the things they need to learn. Erault (1994) in Trappes et al (1999:70) uses the term "private theory" to refer to the generalisations that the learners draw from their experiences. Bound and Miller (1996:1) say, "every day we are confronted with problems and challenges which we address by drawing on our experiences to find ways of learning to do in new circumstances". So to learn best, one has to be exposed to the real experience than spending ones time by teaching the theories of, as Bolitho (1988) in Ur (1992:52) states, "university-based applied linguists" which has got little or no application on experiences in a different time and space. Teacher educators should therefore, be the ones who prepare individuals for better performance in challenging life problems, by helping the learners experience, analyse and draw generalisations in their own teaching.

On the contrary, others argue that human beings have passed through tremendous experiences, which results in a huge accumulation of knowledge, which we call theories (Erault 1994 in Trappes et al 1999: 70). Educators who favour theory most believe that, Ur (1992:56), people learn best by looking at the existing theories from high quality researches and test them for their practicality. Schon (1983 in Ur 1992:56) calls the type of course design and delivery under this principle 'technical rationality'. Therefore, there is no need to "re-invent the wheel" Brandes and Ginnis (1998:17). The student teachers will be rich enough in theories and principles when they go out for their real teaching.

The third group of educators believe that both theory and practice have got important role to play in teacher education. So they work for the integration of the two. Widdowson (1984:86) states that integrating theory and practice will lead us to a healthy professional development. According to Schon (1987:3) and Ramani (1987:3), any educational programmes should be able to provide a link between "the high ground of research-based theory and the messy swamp of professional practice". But, as Brumfit (1979:1) explains, "... the problem of integrating theory and practice centres on the need to recognise what questions can and cannot be answered objectively."

Ellis (1986:26) classifies teacher preparation programmes in general into two: experiential and awareness raising part. Ellis further states that activities that involve practice of teaching either in the actual classroom or in "simulated" practice are experiential, where as, awareness raising activities involve all the activities that "... develop the student teachers conscious understanding of the principles underlying second language teaching and/or the practical techniques that teachers can use in different kinds of lessons." So it could be said that to focus on either the experiential (practice) or the awareness raising (more of theoretical) parts will make the education insufficient to produce efficient teachers. Therefore, teacher education should be designed in a way that integrates theory and practice. According to Livingston (2001:2), "learning to teach is not a matter of rule-bound prescription: there are no simple algorithms or recipes, which, if followed diligently and often enough, will lead to success." Instead learning to teach has to follow a practice-read-practice pattern where the learners are helped to get informal experience, develop it by reading theories and practice it formally. So far, the worry for most educators has been to give the student teachers informal experiences through practicum activities

which are highly dependant on the quality of the school teachers who are going to be observed. But, this could better be complemented by the teacher educators themselves being a model in their classroom so that the student teacher would be able to see what an effective classroom looks like. This kind of pattern will facilitate the situation for the learners to relate the theories the teacher educators preach with the practical situation of the classroom. As a result, the student teachers will, as Schön (1987 in Ur 1992:59) states, "...develop theories of action through 'reflection in action' and then, through reflection on what has been done and its consequences, develops hypothesis which are tested in further action."

## 2.2 Models of Training

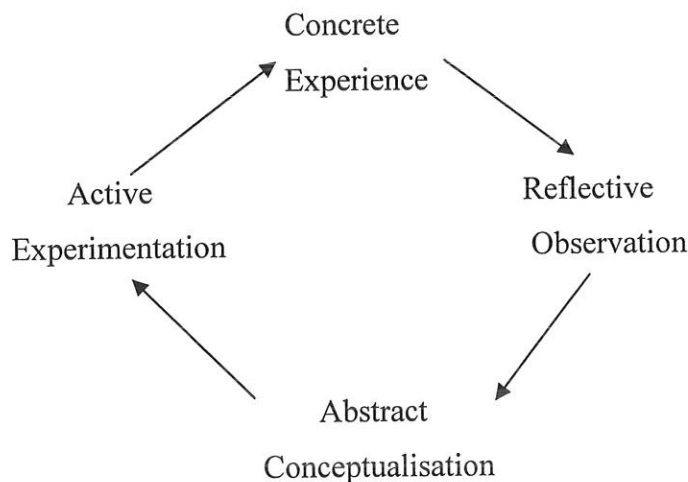
Teaching teachers is more difficult and complex than teaching other professionals. Calderhead (1994 in Claxton et al 1996:102) says that preparing professional teachers is not a matter of providing the student teachers with a large and complex body of knowledge. Instead, according to Claxton et al (1996:102), "...it is more a process of preparing students to learn to adopt their emerging skills to changing environments, and conditions, and even to initiate change by being inventive and creative."

So in designing a teacher-training programme, all the activities of the course should be organised carefully to help the student teachers develop the skills described in the above paragraph. So here, we need to refer to the different models of training suggested by Wallace.M (1991):

- **The Craft Model:** - the student teachers will observe and imitate a person who is supposed to be a master. Here the student teachers are expected to be the direct replica of the master teacher. Professionalism therefore, will be equated with crafts like pottery and weaving as stated in Ur (1996) which can best be learned through the craft model.
- **The Applied Science Model:** - the student teachers will study theories from linguists. Then, they will transform the theories so as to form classroom practice. So far, most of the training programmes in the country are prominently characterised by this model.
- **The Reflective Model:** - this is a model that tries to integrate both theory and practice. The student teachers, here, learn in a cyclic process where they practice what they learn,

reflect and make generalisations of their practice and try them out again. In this model, therefore, student teachers are more responsible for their own learning.

The teacher education programme, therefore, should use a reflective model. This will facilitate the situation for the student teachers to learn from their experience in the colleges. All the activities are prepared in a way that lead the student teachers to both direct ( school observation) and indirect ( observing the teacher educator teaching) practice, reflect on them with some help from their teachers, develop a form of personal theory and plan to use it for future use. Kolb's theory of experiential learning clarifies the above cyclic process of learning better (1984 in Ur (1996:6).



**Fig. 1:** Experiential learning.

In the programme, therefore, the student teachers will first have active observations of their teacher teaching and the school environment, which they are going to reflect on (Reflective observation). Based on the experiences they got from their observation, the student teachers develop their own principles and generalisations to compare and contrast with others (Abstract Conceptualisation). Here there is a need for some theoretical input. At this stage, the students are expected to have a good understanding of the points under discussion. Then the student teachers need to experience what they understand either in micro or peer teaching (Active Experimentation). And finally, after graduation, the students will go to schools for their actual

teaching (Concrete Experience). But this, as indicated in the figure, is not the end; rather it shows the ongoing nature of education.

The Ministry of Education, very recently, took an overhaul to improve the situation in the country. In the material they have produced (TESO) they clearly put that the educational system should shift from the predominantly applied science model to the reflective model of teaching. Curriculum is designed both for the schools and teacher education institutions, and refresher trainings are being given for teachers and teacher educators.

Higher diploma programme is one of them. It is aimed at enabling teacher educators to be good classroom practitioners and reflectors of their practices. This is a multi beneficiary business for the ministry. The first advantage is that , the teacher educators ability of teaching highly determine the degree of student teachers learning of the theories of language and language teaching, theories of human learning, psychology etc. They have to be well prepared and have varieties of activities so as to reach the individual differences in their classrooms. Wandberg and Rohwer (2003:25-26) say “Although necessary for good teaching, subject knowledge is not enough. Teachers must use pedagogical techniques particular to the different disciplines to help convey information and teach skills.”

Secondly, the teacher educators’ classroom is supposed to be highly interactive and facilitate learning since it is led by experts. This creates a favourable environment for the student teachers to see what a standard classroom looks like and what the advantages and disadvantages of using different techniques in classrooms. This will also help them to set good model to be followed in their teaching life. Their failure to do so will cripple the whole process leaving the students depend only on the school experience which is highly dependant on the quality (good or bad) of the school teachers. The school teachers at least ideally are supposed to be less experienced than the teacher educators.

### **2.3 Approaches and Methods of Training**

Course designers should also bother about the vehicles that will take the programme towards success. And these vehicles are approaches and methods that characterised effective programmes.

This raises a question that from the very many approaches and methods suggested by educators, which ones are the best?

Educators themselves can not agree on one best method for all the approaches and methods have got their own weaknesses and strengths. A method that best fits in one situation might have a disastrous impact in another situation. According to Doff (1988), therefore, teachers should be flexible in changing their lessons according to the situation and combine two or more approaches and methods together so as to fit a particular classroom situation and thereby achieve the objectives of the course.

So the teacher education programmes should promote the provision of as many approaches and methods as possible on both the materials and the teacher educators' teaching. This is one way of providing student teachers with varieties and keeps them interested in their learning. Moreover, using the combination of two or more approaches and methods will provide the student teachers chances to see what good teaching learning looks like in the real classroom (Wallace 1991). This can be taken as a way of relating what we preach the student teachers with the practice.

## **2.4 General Areas of Teachers Competence**

For years education has been criticized for its "folk-ways" practice. Many scientific concepts from Psychology, Sociology, Anthropology, Linguistics, and other related disciplines are now available to help teachers interpret the complex reality of their classroom (Holt 1981:55). According to Smith (1989:24), well-trained teachers should be prepared in four areas of teacher competence to be effective in bringing about intended learning outcomes.

- Command of theoretical knowledge about learning and human behaviour.
- Display of attitudes that foster learning and genuine human relationships.
- Command of knowledge in the subject matter
- Control of technical skills that facilitate students learning.

Firstly, theoretical knowledge can be used to interpret situations and solve problems of many classroom events that might otherwise go unnoticed or remain inexplicable. Those teachers who

lack the theoretical background and understanding provided by such scientifically derived concepts can only interpret the events of their classrooms according to popularly held beliefs or common sense. Although common sense often serves as well, there is ample evidence that teachers who habitually rely on it will too often misinterpret the events in their classrooms. Glasser (1993:327) concludes that the problem confronting new teachers is not that the theories put before them are unworkable, but that they haven't internalized those theories to the point where they can be used to interpret and solve practical problems. They have not been provided with sufficient opportunities to apply the knowledge, to translate it from theory into practice and there by master it. This is not an easy task. It requires understanding, insight, practice and feedback from colleagues. Proficiencies will not be achieved as a result of formal training alone; it is a life long process involving both formal training and an unending program of on the job self improvement.

The second area of competence identified as essential for effective teaching has to do with attitudes. An attitude is a predisposition to act in a positive or negative way towards persons, ideas, or events. Most educators are convinced that teachers' attitudes are very important dimensions in the teaching process. Attitudes have a direct effect on our behaviour; they determine how we view ourselves and interact with others (Holt 1981:83). According to Goodlad (1994:17) the major categories of attitudes that affect teaching behaviours are:

- Teacher's attitude towards themselves.
- Teacher's attitudes towards children.
- Teacher's attitudes towards peers and parents; and
- Teacher's attitudes towards the subject matter.

Thirdly, command of the subject matter to be taught is an obvious necessity for any teacher. Danielson (1996 in Wandberg,R and John Rohwer 2003:25-26) claims that "besides teachers' instructional techniques, they must have sufficient command of a subject to guide students learning". But taking courses in language or any other subject is not sufficient. Teacher's subject matter preparation really has two aspects (Blue 1986:104):

- 1) A study of the subject matter itself, and
- 2) Judicious selection of the material that can be transmitted successfully to the students.

Smith (1989:27) states that a teacher should know the content s/he is to teach as well as that of the disciplines from which her/his instructional subject matter may be taken. The first is necessary for teaching anything at all. The second applies a depth of knowledge essential to the teacher's feelings of intellectual security and his ability to handle instructional content with greater understanding.

The fourth area of competence required of effective teacher is possession of a repertoire of teaching skills. Such a repertoire is necessary if teachers are to be effective with students who have varied backgrounds and learning aptitudes (Blue, 1986:118). Teacher education programs must, therefore, include a training component focusing on the acquisition of teaching skills. Whereas the knowledge components involved in teacher preparation focus on the contexts or situations that confront teachers, the skills component focuses directly on the trainees, on the observation, analysis, and modification of their teaching behaviour.

This will take us to the need of carefully looking at the competence of the teacher educators since what has been stated above about the competence of the teachers can only be true if the teacher educators are competent enough to pass over these values. As we have seen above, educators have devised different kinds of teaching models that a teacher education could be based upon. All these model strives to achieve quality. The point of divergence rests on the value laden to quality and the measures that will lead to that value. For instance, Kealy (1995:47) explains that the main indicator of quality in teacher education is teaching performance- "the degree to which teachers can cause their students to learn". Teachers with such competence can be prepared only when they are exposed to such practices while they are in teacher education institutions. Hence, quality teacher education is one whose teacher educators use methods that are based on pedagogical principles and educational science so that student teachers can model and apply them in classroom situations.

To this end, therefore, many educators have identified competences that teacher educators should possess. According to Andrew, language trainers should have the following competences. (Andrew 1993:35-36)

- Methodological competence: - refers to competence on how to teach language.
- Pedagogic-linguistic awareness: - refers to the explicit knowledge of pedagogic-linguistic theory.
- Pedagogic competence: - refers to the 'management',
  - The management component that concerns itself with the skills of classroom management and includes skills like establishing good rapport, managing equipments and materials which have a facilitating function in that they allow the learning process to carry on smoothly.
  - The teaching component relates more directly to the substance of the pedagogic process and concerns skills employed in imparting language, in its various facets, to learn the language skills and the components of language competencies described above. These include, for example, the ability to handle the substance of communication activities rather than simply managing them.
  - The preparation component concerns skills involved in preparing to teach. These include teachers' preparation both mentally and physically in terms of both their teaching strategies and use of resources.
  - The assessment component deals with the teacher's ability to assess his /her own performances to the various skills and students learning.
- Language awareness: - refers to the explicit knowledge of language system and use.
- Language competence: - refers to competence in language system and use.

Woods (1991), in the University of Mussiri, also researched on the problems of teacher educator's and developed comprehensive lists of competences that the teacher educators should fulfil. They are:

- Be capable of accepting and adjusting to change- and serving as a change agent within the educational profession.
- Be master teachers themselves, able to demonstrate, not just talk about new methodology.
- Demonstrate familiarity with and ability to communicate to others contemporary trends and issues in the subject matter field, its pedagogy, and education generally.

- Not only has a realistic positive self-image, but encourage students to recognize their own possibilities and limitations and capitalize on them.
- Ability to work with pre-service and in-service teachers selected from own background of preparation the knowledge and learning experiences that reflect on adaptation to changes in education and are pertinent to the learners' needs and the potential needs of the student with whom the learner (as teacher) works.
- Be able to relate his/her subject in diverse ways to the experiences of the students and to the social, economic, and political issues of the day.
- Be familiar with the resources of his/her subject- books, films, records, professional associations etc...
- Background of successful teaching experiences at the level of education in which s/he is preparing students to teach.
- Be able to encourage students in various patterns for learning: large group, small group, individualized instruction.
- Flexibility to try new ideas and concepts.
- Be able to evaluate the soundness of researches in his/her field.
- The ability to show respect, concern and compassion for individuals.
- The ability to analyze instructional procedures and draw conclusions about their effectiveness as they are used to achieve stated goals.
- Use diverse instructional resources.
- Competency to cooperate with others in the teacher education programme such as subject matter professors, school teachers etc...

In a nut shell, the aforementioned competences are the minimum standards that any one who wants to be a teacher educator should fulfil. These minimum standards are the shared values of universities and beneficiaries. Universities represent the educators who are supposed to be highly professional so that they will stand for the need for the subject matter and take other professional considerations in the formulation of these shared values. The beneficiaries on the other hand, are those who directly benefit from the kind of service given by these institutions including the government. They are very powerful in a sense that failure in supplying them with qualified manpower will put the existence of these institutions at risk.

But having this competence doesn't necessarily indicate that there is quality education in TEIs. Professional competence, according to McCulloch (1994), only refers to knowledge, understanding and attitudes as well as to practical skills. On the other side, performance includes the process of "accessing and utilizing those structures and a host of affective, motivational, attention and stylistic factors that influence the ultimate response" (Messick 1984 cited in McCulloch 1994:135). Therefore, quality output of TEIs is highly dependant on kinds of teacher educators who have good balance between competence and performance.

## **2.5 Concepts of Teacher Quality**

It is typically assumed that high quality teacher preparation results in high quality teaching. But, the concept of quality is still a point of disagreement among educators at all levels. Does quality refer to the quality of the curriculum, the materials, the teachers' qualification, the school environment or the number of students enrolled in the schools? Some educators like Buchberger (1995 in Adane and Dawit 2001) relate quality to a larger extent with the input factor. They argue that quality can be measured by looking at the content and their organization, the objectives, the tasks and their presentation in the materials. But others, Kealy (1995 in Adane and Dawit 2001) focuses on the educators' pedagogical competence in addition to the input factors. They argue that teacher educators should go beyond preaching so as to be role models to the student teachers.

Concerning the quality of TEIs, other groups of educators argue that such institutions should be places where a good integration of theory (theories of the subject matter and theories of teaching) and practice (the practice of the subject matter and teaching) should be formed. Schon (1987:3) and Ramani (1987:3) argued that any educational programmes should be able to provide a link between "the high ground of research-based theory and the messy swamp of professional practices". Widdowson (1984) explains that such integration would lead us to a healthy professional development.

For this, we need to train teacher educators who are at the top of the cascade to bring quality education at all level of the country. But here, the problem is that there is no hard and fast parameter to measure quality. Different educators give their own suggestion on the quality of teachers. Dewes (in Long 2002:128) argued that quality teacher can best be developed in a

laboratory setting because it develops habits that are theoretical rather than empirical. A quality teacher has the “ability to think scientifically, an unusual love and aptitude in some one subject, genuine insight into all subjects, and the ability to communicate love of learning to others” Dewey (in Long 2002:128).

Quality teacher in Bestor’s (1976:63) perspective are experts in how to think; that is, they are well educated in those intellectual disciplines that have general applicability. They have the ability to consider evidence according to the reasoning processes and critical methods accepted by the discipline involved. Quality teachers are so dedicated to gaining knowledge and intellectual power that their learning inspires learning in their students.

Brameld (1976:35) says that quality teachers have the same characteristics as quality physicians:

- all rounded, challenging general education;
- a solid knowledge in the subject area, which is most necessary to all practitioners;
- a thoughtful theory or philosophy of their profession to the growth of civilization;
- an abundance of rich experiences in effective practice- that is, in the techniques of their profession.

Silberman (1977:28) believes that quality teaching consists of finding the right balance between individual growth and fulfilment and the transmission of “definite skills, intellectual discipline, and bodies of knowledge”. Quality teachers have a sense of purpose or a philosophy of education; they know about the ramifications of the subject or subjects they teach, about how those subjects relate to others and to knowledge and life in general.

Mathews (1992:205) has summarized the main characteristics of effective teachers as follows.

Effective teachers:

- are knowledgeable.
- have a strong general background.
- understand the subject matter at a high level.
- understand how adolescents learn.
- know to encourage learning.

- have knowledge of ethnic diversity and recognized racism and sexism and know how to deal with them.
- have the ability to impart knowledge through appropriate instructional techniques for particular situations.
- are flexible in making instructional decisions.
- model what is to be learned, as appropriate goal level for academic achievement, concentrate on a few dominant goals, have a clear instructional focus, offer an overview of each lesson, explain exactly what is expected of students, give time for practice, provide feedback.
- know how to question, motivate, enrich and stimulate student learning.
- teach for mastery, have detailed lesson plans with a variety of activities, and revise and re-teach based on students' achievement as measured in a variety of ways.

All the above views have many things in common. For them quality teachers are those who have good knowledge and performance of the subject knowledge and pedagogical knowledge.

On the other side of teacher quality, however, there are many educators that argue teachers' personality as the most important factor. In a massive study, Ohles (1982:17-18) concludes that effective teachers are fair, democratic, responsive, kindly stimulating, original, alert, attractive, responsible and confident. He also remarked ineffective teachers as partial, autocratic, aloof, restricted, harsh, dull, stereotyped, apathetic, unimpressive, erratic and uncertain. These qualities are culture specific. The teacher educators are expected in a manner that is valued most in a community they are living.

Just as definitions about teacher quality differ, so do the way in which it has been measured. According to Long (2002:130), approaches to measuring teacher quality have usually taken four forms:

- Classroom observations of teachers;
- Written examinations of teachers measuring their basic literacy, subject matter knowledge, and pedagogical skills;
- Students performance and achievements; and

- Large scale surveys of teacher qualifications, attitudes, behaviours and practice.

Generally speaking, besides the language ability teachers have, they should be good at the pedagogy of language teaching and should be good enough to be a role model in their personalities. Teachers should be all rounded. It is universally accepted fact that no amount of knowledge is ever enough for a teacher. No method is ever perfect. Thus, teachers have to think systematically and evaluate critically their practice. It is only in this way that we can secure quality in our education.

## **2.6 Modelling in Teacher Education**

In Ethiopia, these days, there is a general shift from the applied science model of teaching, which is still predominant, to the reflective model of teaching. A new programme has been designed, materials are being developed and training programmes have been launched to help teachers perform accordingly.

In this model, as clearly indicated in 2.2, what is more emphasized is learning through experience in the process of reflecting on action, in action and forward. This doesn't, however mean that the applied science and the crafts model are of no value. A great portion of these two models of language teaching still have a big role to play. For instance, there is still a need for the teaching of theories and principles of language teaching, which is the core point of the applied science model. On the other side, the concept of modelling performance is a concept which is strongly adhered to by the crafts model. The reflective model is, therefore, the combination of the two models of language teaching with the addition of the concept of learning through experience.

Modelling is a big concept that you find in every aspects of social life. In psychology, it is recognized as 'observational learning' and affects human learning at large. In education as well, it is considered as one model of teaching which is referred above as a crafts model of teaching where the teacher is considered as a master practitioner (Wallace 1991) to be imitated by the student teachers. Woodward (1991: 83) says "showing some one how to do something is a natural thing to do, whether you are a parent, friend, sibling or teacher".

In this respect we can see the teacher educators' role as primarily two folded. Firstly, as a teacher, they have to design their lessons in a way that interests the student-teachers' attention. For this the teacher should include varieties of activities, use varied techniques of classroom management, monitoring students work, assessing students work etc. This will make student-teachers learn interactively and enjoyably where by maximizing learning.

On the other hand, teachers, as language educators and model practitioners, should be able to practice what they preach the student-teachers to do in their classrooms. This will help the student-teachers to experience what an interactive classroom looks like, problems that they could encounter in implementing different techniques and procedures in their classrooms, above all they will develop an interest of being like the teacher. Beyond what is in the language teaching pedagogy, teacher educators should also exhibit good personal qualities in their classrooms. As researches indicate the numbers of qualities teachers are expected to have exceeded the number of skills and even knowledge teachers need to have. These personal qualities will create a favourable teaching learning environment where student-teachers benefit most. From this, we can deduce that the teacher educators should have as many good personal qualities as possible which could be demonstrated at least in the classrooms.

In the teaching-learning setting, we can not be free of the impact of modelling since it is a social phenomenon. Whatever (good or bad) teachers do or behave, will be modelled by students. Hence, as good teacher educators, they have to find ways of exploiting this social phenomenon by taking care of the actions teachers take and the behaviours they exhibit in the classrooms, schools and in the community at large so as to complement the larger portion of education which is not included in the school curriculum. The TEIs are the right place to produce teachers who can serve this purpose. But this can only be true if the teacher educators, themselves, have the appropriate pedagogical knowledge, personal qualities and perform accordingly. Unless teaching is supported by the observation of a good model (master practitioner) and practice, it is highly likely to be forgotten. Here we can see the Chinese proverb "what I hear, I forget; what I see, I remember and what I do, I learn". (Schon, 1987)

This concept of modelling is also thoroughly explored by Stones and Morris (1972 b), Yeary (1977) Cotten, Evans and Tseng (1986) cited in Wragg 1982: 42. They took two groups of student-teachers where one group is going to be taught by a teacher educator who is experienced and the other group (control group) by less experienced teacher educator. Finally the research indicates that student-teachers who are taught by the very experienced teacher significantly tend to follow their teacher's steps of teaching than those who are in the control groups.

Generally speaking, if TEIs have to serve the purpose they stand for with maximum efficiency, the focus should not only be on the qualification of the teacher educators. Rather more emphasis and system of continuous support and assessment should be established to improve the teacher educators classroom performances both as a teacher and as a master practitioner (model teacher).

## **2.7 Effective Teaching**

According to Clark (1978:11) effective teaching is viewed as an attempt to help someone acquire some skills, knowledge, attitude, idea, or appreciation. The teachers' task will be to create or influence desirable changes in behaviour and the goal of teaching will be the realization of this desired learning outcomes. An effective teacher, therefore, will be the one who has hunger for knowledge in the subject matter, psychology, philosophy, and methods which drive her/him to a ceaseless reading, listening, and observing. S/he evaluates his teaching self-critically, judges the effectiveness of methods, and is conscious of the atmosphere s/he creates (Jaeger 1998:4).

In an attempt to get a better understanding of what an effective teaching is, Mathews (1992:205) comes up with a broader view. He has summarized the main characteristics of effective teaching in terms of what teachers have. Effective teachers, therefore,

- are knowledgeable, have a strong general background and understand the subject matter at a high level.
- understand how adolescents learn and they know to encourage learning.
- have knowledge of ethnic diversity and recognized racism and sexism and know how to deal with them.
- have the ability to impart knowledge through appropriate instructional techniques for particular situations.

- are flexible in making instructional decisions.
- model what is learned, as appropriate goal level for academic achievement.
- concentrate on a few dominant goals.
- have a clear instructional focus.
- offer an overview of each lesson.
- explain exactly what is expected of students.
- give time for practice.
- provide feedback.
- know how to question, motivate, enrich and stimulate student learning.

This explanation gives a broader view of effective teaching in that it focuses in the knowledge component (the subject knowledge) and the skill components (pedagogical skills).

Others try to give a more detailed explanation of an effective teaching. Borich (1988:12-17) listed the teaching behaviours that contribute for effective teaching by grouping them into two broader groups as:

1. The five key behaviours which are very basic and should be presented in every classroom teaching. These are lesson clarity, instructional variety, teacher task orientation, engagement in the learning process and student success
2. The five helping behaviours which are more of affective in their nature. They are helpful for the teacher to create a favourable teaching learning environment These behaviours are, using student ideas and contributions, structuring, questioning, probing and teacher affect

Hawley et.al (1984 in Richardson and Nunan 1990:246-47) in their attempt to define effective teaching, say that effective teachers' functions with five different yet interesting categories of behaviour that direct students' attention to learning. They are:

- Engaging students with academic learning times.
- Crediting student learning that meets desired outcomes.
- Engaging students interactively.
- Maintaining and communicating high expectation for student performance.

- Maximizing learning time by the use of instructional settings appropriate to the tasks being pursued.

Despite all this different attempts to explain effective teaching, many educators agreed in classifying the complex nature of a classroom in to different stages and activities so as to make the study of effective teaching simple. According to the British Council report (1987:37), an effective teaching comprises of four components which may be labelled as ‘management’, ‘teaching’, ‘preparation’ and ‘assessment’ components. All of these presuppose language competence.

For this research purpose, the researcher prefers to label the stages and activities as the preparation, classroom organization, presentation, assessment and evaluation, and use of teaching aids. These labels are made to include most, if not all, of the activities teachers should perform in order to maximize student teachers learning. Teacher educators who are the subject of this study will be evaluated against this classification.

## **2.8 An Over View of the Current Teacher Education in Ethiopia**

The education of teachers in Ethiopia is not a new phenomenon. It dates back half a century since Emperor Haile Sillassie opened Harrar Teacher Training Institute in 1944. A year later Debrebrhan Teacher Training Institute was opened. In the following decades, many institutions of these types were constructed. The prime purpose of these institutions at that time was the education of teachers in both quality and quantity at certificate level to achieve the objectives in the then educational policy, which was intensifying basic education to the mass. These institutions were run by foreigners and there was a provision of high quality education to that particular time.

Later, as societal need for more and better education increased, opening other institutions and the development of curriculum of its own became the then necessity. Since then, many changes have been made to the structure and curriculum of the teacher education institutions. Like any system these changes had many problems.

After many years of practice, the countries teacher education was found defective in many ways. Many reports from the ministry indicated that these problems were especially very apparent in the field of language teaching (See 1.2 above). As a result, this time the Ministry of Education, with the help of NGO's, conducted a research, identified problems, and came up with recommendations.

Based on these recommendations, the Ministry of Education took an overhaul in the education system of the country. The educational structure is changed, curriculum was revised, and materials were prepared. Above all significant changes in the teacher education system were made. As a result, a material called Teacher Education System Overhaul (TESO) was developed as a guide for all teacher education institutions of the country.

According to TESO, therefore, some of the main objectives of teacher education in the country are:

- Prepare teachers who will be able to attain the objectives of education and training policy and the plans contained within the National TESO framework.
- Produce teachers who are academically qualified, professionally skilled, attitudinally and ethically committed to their profession.
- Prepare teachers who can confidently promote active learning and the development of problem solving skills through a learner centred approach using a curriculum where content and method are integrated
- Develop communication skills and instructional leadership qualities that will be used in the classroom and for facilitating co-curricular activities and community involvements.
- Instil pride, confidence and conviction enabling teachers to become positive role models, committed to change and continuous improvement.
- Equip teachers with knowledge and ability in classroom management, which foster constructive student inquires and interactions
- Prepare teachers who can effectively apply continuous Assessment and evaluation to students learning, and have basic knowledge and application of action research.
- Prepare teachers who can choose, produce and make use of appropriate educational technologies to enrich students' learning. (Ministry of Education 2003: 5)

The use of active learning and problem solving through student centred approach, continuous assessment and evaluation, educational technologies and the issue of modelling are also described in detail in the material. The material also focuses on general pedagogical skills.

Teacher education institutions are therefore expected to work for the realization of these objectives. For this, these institutions need to be filled with teacher educators who have the knowledge and good practice of the aforementioned strategies. Teacher educators are also expected to be good role models for the student teachers in both the classroom practices and outside of the classroom.

# CHAPTER THREE

## METHODS OF THE STUDY

### 3. Design of the Study

As has been stated in the statement of the problem, the major purpose of this study is evaluating language teacher educators' classroom performance. To this end, a descriptive survey approach was employed as a method of study to reveal the current state of teacher educators' classroom performances in a teacher education setting and thereby to identify factors that influence teachers' teaching behaviour. The relevance of this approach for such purpose has been noted by Hopkins (1980:270), Kerlinger (1986:377), Koul (1988:403-405), Seyoum and Ayalew (1989:17).

To achieve the objectives of the study, relevant information has been secured from the primary sources. Related literature-books, journals and articles, and local research findings have been reviewed. As a result the researcher has designed the study in the following manner.

### 3.1 Subject and Sampling Procedures

Although the researcher's original plan was to conduct this research at a larger scale, time and money constraints forced him to limit the research to only one teacher Education College. Therefore, the subjects of this study were college language teacher educators and student teachers in one purposefully selected teacher education college, Awassa. This college is selected purposefully because it has got long years of experience in teacher education. Besides, it has benefited from the enormous efforts that have been exerted by the BESO/USAID and Ministry of Education. Therefore, it could ideally be said that teacher educators in this college have better practices than the newly established colleges.

In this college, there are 10 English language teacher educators out of which three are MA holders and the rest are with first degree. Most of them have participated in the higher diploma programme which is meant to improve the teacher educators' professional skills.

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$dx = (12)$

40

$6 \times 104$

3\*

$\begin{array}{r} 52 \\ 52 \\ \hline 104 \end{array}$

$\begin{array}{r} 40 \\ 45 \\ \hline 85 \end{array}$

525

40

45

50

In the college, with the cooperation of the languages department head, the researcher held a short meeting where he briefed the language teacher educators about the objectives of the study. Although there were some language teacher educators who were not willing to be observed, the researcher managed to get four willing language teacher educators fortunately two with first degree and higher diploma, one taking it right now and one with first degree only. This helped the researcher to see the differences the higher diploma programme has brought on the way of evaluating the language educators' classroom performances.

In each classroom of the second and third year batch, there are 35 student teachers at average. The researcher found it manageable to take all the students as a population of the study. This helped the researcher to assess the language teacher educators' performance from the students' point of view.

### **3.2 Instruments of Data Collection**

In order to collect data four basic instruments i.e. interview, group discussion, classroom observation and observation rating scale were employed. They are presented below.

#### **3.2.1 Observation**

Many writers perceive observational data as a vital set of data in implementation studies. Gersten and Carnine (1982:68) write, "Despite the wide spread use of interview techniques to assess levels of implementation of an educational practice, most valid way to measure implementation is direct observation". Classroom observation is a key instrument of data collection in describing the level of teachers' classroom performances.

Merriam (1998:102) also contends that observational data gives a first hand account of the situation under study and when combined with interview and document analysis, allows a holistic interpretation of the phenomenon being studied. As to Hopkins (1993:92), there are four types of observations: open observation, focused observation, structured observation and systematic observation.

Since classroom behaviors are many, the researcher used open observation to collect data on details of language teacher educators' classroom performances. In open observation, according to Hopkins, the observer either notes down key points about the lesson or uses a personal form of short hand for making a verbatim recording of classroom transaction.

So, the researcher entered the language educators' classroom with a paper and recorded every thing that the language teacher educator did in the classroom. Because of time constraints, each of the educators was observed in two different lessons in two weeks time.

### **3.2.2 Interview**

Interview in qualitative research paradigm is one of the major sources of data. In evaluation studies, interviews are very useful instruments to understand reasons how and why things happen the way they are happening. The why of classroom interactions, particularly, are better addressed through participated interviews.

In this study, therefore, the researcher interviewed the language teacher educators after they were observed. This helped the researcher to minimize the artificiality of the classroom teaching which could have been seen if the interview had been conducted first.

The interview is comprised of four open ended questions, with many provoking questions in each of them. The questions are prepared in English as they are meant for the English language teacher educators. The interview has three parts. In the first, part the researcher attempted to see what the teacher educators know about teaching in general and language teaching in particular. This is meant to investigate the teacher educators' view of teaching language teachers apart from the need for knowledge of the subject matter. The interviewees were expected to state how a teacher educator should behave and perform in a language classroom.

The second part of the questionnaire was prepared to see what language teacher educators think about their own classroom practices, to know whether they feel they perform what they know about language teaching. The respondents are expected to reflect on their practices in light of what they have stated in the first part of the interview.

Lastly, the respondents were asked how they evaluate their teaching with reference to the methodology suggested in the curriculum, what problems they faced and how they tried to tackle them.

According to Wellington (1996), the use of mechanical aids (audio or video), may be seen as obtrusion in some situation. Respondents may not wish their view to be recorded on tape. In order to overcome this problem the purpose of the study was made brief, as well as the researcher made his background clear in all occasions to the participants.

Although the questions are in English, the interview was conducted in Amharic to avoid possible misunderstanding of the notion of the questions. This interview then was recorded, transcribed and translated into English for the analysis.

### **3.2.3 Focus Group Discussion**

After having finished the interview, the researcher conducted a group discussion with the four language teacher educators under investigation in Amharic. This helped the researcher to cross check the truthfulness of the information they have given. Besides it helped to raise issues which have not been addressed in the interview. The discussion was then recorded, transcribed and interpreted into English for analysis.

### **3.2.4 Classroom Observation Rating Scales**

Students are the real source of information regarding teachers' classroom practices. So the researcher tried to include student teachers in the study as a source of information. For this, the researcher developed open ended questions under four general aspects of teaching: lesson preparation, classroom organization, lesson presentation, teaching aid usage. These questions were administered for 8 teacher educators in the nearest teacher education college, Kotebe. These teachers gave the researcher lists of skills that they would like to see their student teachers perform in the final practicum time. The researcher organized these lists and re-administered them for other group of English language teacher educators (10 teacher educators who are learning for their second degree here in Addis Ababa University) so that they could vote for what they thought were the most important skills. Their responses, then, were collected,

tabulated and tallied to see the frequencies of the skills. Finally, the skills which were found to be the most repeated (tallied by at least half and above of the language teachers ) were taken to be in the final list of the checklist which was organized in the five-point rating scale (1-very poor, 2- poor, 3- fair, 4- good, and 5- very good).

In the final list, the researcher excluded the lesson preparation part and administered the checklist for the student teachers to see how the teacher educators were viewed by their own students. The lesson preparation part was excluded because it could only be filled by looking at the teachers' plan which was not formally accessible for the student teachers. Since the student teachers took pedagogical courses, it is assumed that they are familiar with the expressions used in the questionnaires.

As indicated in the literature part, different researchers have identified that teaching is beyond a mere presentation of content using some pedagogical skills. There involves human elements (personal qualities). So the researcher was also interested to evaluate teacher educators against these personal qualities.

In March 2006, an English Day was celebrated by students from different levels, which was hosted by the British Council. There were many activities designed for the secondary school students invited to take part in the celebration. The purpose of one of these activities was to prepare a list of qualities English language teachers should have. The students came with very long lists of qualities in their groups. This same activity was given to the English language teachers who took part in the teachers' sessions the next day. These teachers also gave lists of qualities that they should possess to be good teachers. So, the researcher used this opportunity to collect these very long lists of personal qualities from both the student and the teachers' sessions. Then, these lists were tabulated, tallied, and most repeated items were taken to form the questionnaire.

In the questionnaire, the questions were written in both English and their equivalent Amharic version to avoid possible misunderstanding of the items while filling. A three-point rating scale

(1-poor, 2- fair and 3- good) was used in this case so as to avoid ambiguity of the terms used in the scale among the students.

These two rating scales, then, were administered for all the students in the classrooms of the teacher educators observed. The students are told to consciously observe the language teacher educator's teaching and fill in the form after the class.

### **3.3 Data Collection Procedure**

The researcher met with these willing teachers and agreed in a friendly manner on the point that the observation will take place without informing them ahead. For this, the researcher collected the language teacher educators' time table and observed each of them twice in two weeks time. The researcher also arranged time to ask students for cooperation and briefed them on the purpose and on how to use the rating scales.

During the observation day, before the teacher got in to his class, the researcher went to the class and distributed the rating scales for the students so that they could fill in while the researcher was observing the teacher. The researcher, then, collected the rating scales through their monitors.

After the observation, the teacher educators were interviewed and made discuss in a group where the researchers played the facilitators role. This was done last because, had this been given first, it would have been informing the teachers the area the researcher particularly liked to focus and would have made the teacher educators perform artificially in the classrooms.

The researcher managed to establish good relationship with the target population. This generally helped him go through the observation, the interview and the group discussion smoothly. The only problem the researcher faced is when tried to collect the rating scales he had distributed for the student which was minor. Through the monitors, the researcher managed to receive 20-25 questionnaires from each class. So, the researcher took a minimum number of questionnaires collected from each classroom which is 20. Finally, these twenty questionnaires were used in the analysis of the data gathered.

### **3.4 Method of Data Analysis**

With regard to data analysis, Borgan and Biken (in Amera 2004:42) suggest that, qualitative studies basically involve word arguments than numerical explanation. Case study focuses mainly on describing, recording, analyzing and interpreting the conditions that exist.

In this study, therefore, the data drawn from observation, interview and documents were studied carefully presented, analyzed and interpreted in five themes related to research questions. During analysis, in order to engage readers, structural steps are not followed like other paradigm. The analysis was in such a way that the reader jumps from one assemblage to another and consequently moves from judgment to understanding (Creswell 1998:199).

## CHAPTER FOUR

### PRESENTATION AND ANALYSIS OF THE DATA

#### 4. Presentation and Analysis of the Data

So far, the researcher tried to give a theoretical framework for the problem he has raised. Based on that, the researcher developed instruments and gathered information that will help him assess the issue under discussion. In this part, therefore, the researcher will present and discuss the data gathered through interview, group discussion, open observation and students rating scale.

For this, the first part will be presentation and discussion on the data gathered about language teacher educators' perception of general and suggested language teaching pedagogy. This is followed by presentation and discussion of the data on language teachers' classroom performance. Next, the discussion on the factors that affects the language teacher educators' classroom practices is presented.

Lastly, the researcher, in light of the above discussions will try to compare if there is a difference in the performance of teachers who have participated in the higher diploma and those who have not. This, in a way, will help evaluate the success of the higher diploma programme to a certain extent.

#### 4.1 Language Educators' Perception of General and Suggested Language Teaching Pedagogy

Language teaching is multidisciplinary in that it requires teacher educators' understanding of theories from other fields. Knowledge of theories from other discipline, then, results in having well formed scheme of language teaching since the development of different language teaching methods, techniques, strategies etc.... are contributions from theories of different disciplines.

Besides, every country has its own curriculum which values some methodologies and practices more than others suggested in the general language teaching pedagogy. In Ethiopia very recently,

the Ministry of Education has developed a guiding material called TESO which suggests methods, techniques and personal qualities which is believed to bring quality of education the ministry is aiming at.

Thus, good knowledge on the aforementioned areas will ideally lead to good performance. So, language teacher educators are expected to have good knowledge of these suggested strategies both on the general language teaching pedagogy and the country's curriculum.

Therefore, to judge teacher educators' classroom performances, it would be reasonable to start seeing the perception they have regarding general and suggested language teaching approaches and methods. This is because qualification can not always be taken for granted for the good performance. In this part, the researcher discussed the language educators' perception on the various parts of a lesson based on the data gathered through the interview.

#### **4.1.1 Lesson Planning**

No matter how well one is educated, s/he can't suddenly come and teach. If s/he does then s/he would do it haphazardly. This doesn't bring formal learning on the students' side. This made teaching a very challenging profession.

Before one goes into the classroom, it is very important to be clear about exactly what to do. We can not predict what will happen in the classroom when we start teaching. This indicates that teachers and teacher educators need to give a well thought to what they would do in their classroom, i.e. they need to plan.

Planning is, therefore, "a serious of decisions made by a teacher about the various elements of a lesson: learners, materials, tasks etc..." ( Wajnryb 1992: 74). This would "...enable you to think logically through the content of the lesson before the lesson and prepare materials and aids" (Scrivener 1994:44). But, the plan should be prepared in a flexible manner that it will enable the language teachers to respond to the classroom situations.

In planning a lesson, then, one should consider the learner, the aim, the teaching points the teaching procedures, materials and classroom management (Scrivener 1994:44). A lesson plan should include, according to Underwood (1987:65-66), details of the class, date etc..., objectives, materials and aids to be used, stages of the lesson within which we include the language item, part of the course book, page exercise, and space for possible comments.

In light of this, the researcher tried to assess how language educators perceive lesson planning and its process. As a response, it is found that all the interviewees unanimously expressed that lesson planning is the most important part of teaching. They explain that teachers need to plan their lessons before entering their classroom. Respondent one expressed it as follows:

*“Planning is so basic that every teacher should make on a daily basis before getting into the class. Because it serves as a guide for the teacher by indicating the objectives, the content, the methods, the teacher’s and students’ activities and the assessments that you could use in the lesson.” (See append. V Respondent 1)*

They have also suggested that the plan needs to include according to respondent three (See append. V Respondent 3)

*“Planning is so important that every teacher should plan. The plan should include objectives, contents, methods and assessment and evaluation.”*

This is evident that language teacher educators are aware of the importance of lesson planning in language teaching. It is also seen that they have listed most of the components that a lesson plan should include.

#### **4.1.2. Classroom Management**

One of the basic things that teacher educators need to be careful is the nature and organization of the classroom. For the variety of methods, procedures, techniques and activities, the classroom setting should not be the same. As an example, for a teacher educator who uses predominantly lecture method, students sitting in a row will have no harm. But on the other hand, a teacher educator who uses problem solving method will definitely find this kind of sitting arrangement problematic.

Besides, in a language classroom, teachers should be able to create a unique environment from activity to activity. This will arouse students' interest and make them actively engaged in the teaching learning process.

For these reasons, teacher educators should be able to exercise organising the classroom and creating good environment in their classrooms. Especially these days, when active learning and communicative teaching is becoming cliché, teacher educators are highly expected to demonstrate these behaviours for their students.

Despite the fact that classroom management is very important, the interviewees came up with different views. Two of the respondents felt that although there are ways of managing classrooms, it should not be the worry of language teacher educators. They have put their arguments as:

*“Concerning classroom management, there is nothing that worries the teacher since it is a higher institution. Unlike students at the lower level, these students are matured enough to understand the importance of learning.”*

*(See append. V Respondent 3)*

*“I don't have a lot to say here, because classroom management is not a big problem here. The students are matured enough to control themselves. Actually it is a serious problem in the lower grades. So, teachers of these grades should use techniques like establishing eye contact, shifting the students' seats and giving students tasks of appropriate difficulty level.”* *(See append. V Respondent 4)*

These language teacher educators have clearly put that they are not concerned about classroom management. Although classroom management is one part of the teacher education curriculum and the language teacher educators teach it to the student teachers, the teacher educators explained that they are not practising it in their classes.

On the other hand, the other two teachers explained that language educators need to use all the classroom management practices that they have learned at universities. They listed some practices like:

- *Maintaining classroom discipline*
- *Maintaining proper eye contact*
- *Treating students equally*
- *Changing students' seat*
- *Understanding the learning style of the students*

Respondent one goes to the extent that these strategies are highly related to the language educator's personal qualities. He criticized most of the language teacher educators for being careless in applying the classroom management strategies and said:

*"...Classroom management is not all about punishing students. Students should not be punished. So, we as trainers need to use all the skills that we have learned as a science in our classes." (See append. V Respondent 1)*

Generally, from responses of the four interviewees, it can be concluded that the issue of classroom management is one area of teaching where teachers are seen to have a blurred perception. The interviewees consider themselves as purely academicians.

#### **4.1.3 Lesson Presentation**

This is the main part of the lesson. In this stage, the teacher will present what s/he has in his/her lesson plan. But as explained by Finocchiaro (1985:32)

*"The best prepared, most beautifully written lesson plan will have no real impact on the learners and their learning if it is presented slowly and haltingly, without spark and vigour. This situation can be easily remedied. There are many simple procedures that a teacher can use in the classroom which will give the learners the feeling that they are observing well conducted lessons in which they are actively involved and in which learning is taking place."*

Students should be motivated to actively engage in the teaching learning process. This can only be done provided that the teacher educators use different methods, procedures and techniques depending on the objective realities of the classroom.

In this regard, all the interviewees agreed that it is the most important part of the lesson where a teacher presents what s/he has prepared for using different strategies which respondent two has listed in detail.

*“During lesson presentation, trainers should:*

- *introduce objectives of the lesson,*
- *revise the previous lesson,*
- *start the day’s lesson with activities and examples,*
- *implement what is in the plan in order,*
- *use motivating activities,*
- *use different assessment techniques,*
- *conclude the day’s lesson on time,*
- *be flexible to accommodate ideas and activities which come from the class.”*

*(See append. V Respondent 2)*

They have also mentioned the importance of using more than one method to present a lesson which is actually determined by the nature of the topics that a teacher is going to deal with, according to them. From this, it can be concluded that the language educators have good perception of this stage of a lesson.

#### **4.1.4 Assessment and Evaluation**

After delivering the lesson, every teacher should evaluate how far s/he has achieved his objectives. This will help her/him plan the next lesson. It is also used to make a follow up for the students’ progress. These days, the ministry of education is giving trainings for teachers to help them implement continuous assessment as part of their day to day routines in their classrooms. Teacher education colleges are, therefore, real places where student teachers will be exposed to the practice.

In this regard, from the interviewees' response, it can be said that all the educators have good understanding about the importance of continuous assessment and the use of peer and other types of evaluation mechanisms. But from the respondent one's response, we can see that there is some degree of confusion in the implementation of assessment and evaluation. He puts it the following way.

*“But it has at least two problems like grading every activity creates burden on the trainers and when declaring the results, it is very common that conflicts between the trainer and the students arise.” (See append. V Respondent 1)*

However, since these problems are related to the implementation, they will be treated later in this chapter. But generally, from what these teacher educators said it could be said that language teacher educators have good understanding of the use of assessment and evaluation.

#### **4.1.5 Using Teaching Materials and Aids**

The other important part of a lesson is the use of teaching materials and aids. There exists a general consensus among educators and researchers that unavailability of teaching materials and aids has an adverse effect on the quality of education in general. Teaching materials and aids are the real tools that will help the teacher give life and meaning to the topic s/he is planning to present. Thus, teachers are advised to be very creative in using attractive and meaningful teaching materials and aids in their lessons.

The use of teaching materials and aids is also incorporated in the courses so that language educators could help the student teachers to be good at the selection and the preparation of teaching materials and aids. As a result, the preparation and effective use of teaching materials and aids is made to be the main point that student teachers are evaluated in their practice teaching time.

In the interview, however, two of the interviewees seemed aware of the importance of the use of teaching materials and aids to facilitate learning.

pedagogy. Secondly, practicum is the most important component of teacher education. So language teacher educators need to have a good perception of it if practicum has to be successful.

From the results of interviews, it seems that most educators are confused of their roles. Three of the respondents gave lists that language educators need to be aware of. But they also complained about the implementation. But, respondent two tried to put the main roles as:

- *Sending students to schools so that they could observe teaching in the real situation.*
- *Facilitating situations for the students to reflect on the points that they have observed in their stay in the schools.*

*(See append. V Respondent 2)*

Respondent two continues saying,

*“But, here, trainers should be able to establish good rapport with the students. Since most of the things at this level are meant to be done by the students, the trainers’ main role should be facilitating learning”.* *(See append. V Respondent 2)*

Compared to the other parts of a lesson, language educators are seen to have good perception of practicum. But still, there are many complaints from the language educators in its implementation which is going to be treated in the later part of this chapter.

#### **4.1.7 Perception of Suggested Methodology and Personal Qualities in TESO**

Since the start of modern education in the country, the Ministry of Education has been revising the curriculum of educational institutions at different levels many times. Among these the curriculum of teacher education colleges is one. Very recently, in an attempt to improve the quality of education at schools, the ministry established a task force that studied and developed a guiding document called TESO for the educational programme at all levels.

In this material there are guides on the content, approach and methodology, time, man power etc... So, colleges need to meet at least these criteria to achieve the desired quality in education.

One of the things which are very basic is to have teachers who are aware of the objectives the ministry is aiming at in the material. For this, colleges either need to recruit teacher educators who know the strategies, approaches and methodologies and goals of the whole programme so as to work accordingly or find ways of introducing teacher educators with the whole package of the TESO in the form of in-staff workshops and trainings.

Language teacher educators, like any teacher educators, need to be aware of the suggested approaches, methodologies, personal qualities etc... This will help the language teacher educators to adjust themselves to the required standard and work for the realization of the production of quality language teachers the ministry is aiming at.

For this, the researcher made an attempt to assess the perception language educators have on the suggested approaches, methodologies and personal qualities in the TESO material. These are very guiding in that every language educator's performance should be in line with what is suggested in the material whose over all impact is the production of quality language teachers. This will help the researcher assess the language educators' classroom performances from this point of view. Their responses is organized and presented as follows.

Two of the language educators have explained that they don't really know them. However the fourth interviewee explained:

*"I don't really know. But I feel that they all focus on student centred methods. Concerning the teachers' personal quality, trainers should act as a trainer at least by being punctual and being prepared." (See append. V Respondent 4)*

Although he did not put it in clear terms, the first respondent explained that they are all about student centred. But this interviewee seemed unclear between the personal qualities and the teaching approaches. He said:

*"In terms of the trainers' personal qualities, they should teach the students using the student centred approach." (See append. V Respondent 1)*

But on the other hand, the second respondent seems aware of the suggested pedagogies and the personal qualities for at least he explained them better than the other interviewee. He says:

*“All what is in the TESO are student centred and active learning methods. Continuous assessment and evaluation is also the other thing that is given emphasis. With regard to the trainers’ personal qualities, TESO suggests that trainers should be creative, establish proper relationship with the students and patience.”*

*(See append. V Respondent 2)*

From this, it is possible to conclude that most language teacher educators do not have a clear understanding about what is in the TESO. These suggested language teaching pedagogies and personal qualities are expected to be practised at the elementary schools through the student teachers who are taught by teachers who seem to be not clear about what is in the TESO. This will greatly affect the successful implementation of the ministry’s aim in general.

## **4.2 Language Educators’ Classroom Performances**

No matter how good a teacher is in theory, what really matters is the ability one has to cope with the classroom dynamism, in accordance with theory, and successfully achieve his intended goal. Especially in teacher education colleges, a good classroom performance has a purpose of not only teaching the content but also displaying what good performances do really mean i.e. modelling the student teachers. So, language teacher educators need to be very competent in their classroom practices, as well.

Since one of the major purposes of the researcher is to assess the classroom practices of the language educators under investigation, he used a multiple data gathering mechanisms (See 3.2 above). The data gathered through these instruments is organised and presented under the following parts of a lesson which will help the researcher have a deeper look at the language teacher educators’ performances.

## 4.2.1 Lesson Planning

As indicated in 4.1.1, lesson planning is the most important part of teaching. It gives purpose for teaching. This is also agreed (See 4.1.1 above) by all the interviewees that all teachers should plan their lessons. So the researcher tried to assess whether these language educators perform accordingly in their classrooms.

When these language educators are asked if they plan their lessons, all of them responded that they plan their lessons. But the second respondent said:

*“I usually plan. But I don’t put the plan on paper. Before I enter to the classroom I take time to think and plan activities which I am going to perform in the classroom.”*

*(See append. V Respondent 2)*

The forth respondent also says:

*“Planning is one part of the higher diploma programme. So I always plan my lessons because I am evaluated in the Higher Diploma sessions. But, most of the time, I failed to perform as I planed in the class.”* (See append. V Respondent 4)

But in the group discussion, it seemed that they come up with a different answer. Let us look at what they said.

*“Concerning planning, we don’t usually plan except for the higher diploma. But even there, there were some problems like in the objectives. But the most common problem is that most trainers prefer to use lecture. But after the programme is over, every thing stopped as my friends explained.”* (See append. VI Respondent 4)

*“I have two reservations on planning. First of all, even in the higher diploma trainers are advised to give time for the stages of the lesson, not for the individual activities. I think time should be allocated for the individual activities. The other point is that most trainers don’t give proper attention to the evaluation part of the lesson plan. It is as important as the other parts of the lesson that every trainer should be very concerned about it as well.”* (See append. VI Respondent 2)

In the above quotes, they expressed that they do not plan now. Especially the 4<sup>th</sup> respondent explained that they used to plan while they were attending the Higher Diploma programme, which was for the purpose of the Higher Diploma but not for their teaching. But they explained that this even has stopped after the programme was over.

This was also reflected in the observation the researcher has conducted. In all the observation time the researcher asked the language educators to show him their lesson plan. But all of them told the researcher that they don't have a tradition of preparing a formal plan on papers. Rather the researcher was told that they planned every thing in their mind.

It seems that the respondents' response ignores the benefits of planning a lesson. Teaching is not a mechanical thing to be performed by going to the class abruptly. It needs a careful thought and plan so as to challenge the diverse need of the learners.

So in this respect, although these language educators appeared to have good perception of planning, it is seen that they are not planning their lesson. They rather attribute this to the lack of planning tradition in the college. But, it should be clear that planning is personal and helps language educators more than it helps the college.

#### **4.2.2 Classroom Management**

Despite the importance of using classroom management strategies to have effective presentation, as we have seen in 4.1.2, the language educators have shown confusion in their perception of this part of a lesson. That is why in the third question of the interview, although the researcher presented them in manageable chunks, the respondents failed to tell the researcher about their classroom management skills in clear terms. Let us see what respondent one and two said on this point.

*“.....There are other activities like project work, individual work etc. that the trainer could use. Most of the time, students expect lectures and due to the fact that it is boring, it is good that trainers create participatory activities and games to motivate students.....I always use didactic elements of a lesson. There are activities that I use to introduce my lesson. I also use games. But you have to be careful in using games, because students can easily go to*

language educators were obliged to give further explanation in the middle of the group activities now and then. It was more like the traditional classroom in that there were very few instances where the language educators communicate with individual students.

Generally speaking, from the observation, the classroom discipline and the group activities were not properly managed. This strengthens what these language educators have said about classroom management in the above discussions.

### 4.2.3 Methods

In terms of methodology, three of the interviewees expressed that they use student centred approach. Respondent one expressed that he uses different kinds of methods and all are student centred. Respondent four, to the contrary explained:

*“Most of the time, I use lecture and group work in the presentation stage.”*

*(See append. V Respondent 4)*

But, in the group discussion, the participants have agreed that they have problems to apply the student centred approach in their classrooms. Respondent two has put it as:

*“Basically, problems that we encounter are related to lack of proper knowledge and experience of student centred approach. We select activities which are student centred and try to use them in the class. But we face problems of managing them in the way and time we planned to.”* *(See append. VI Respondent 2)*

From this we can understand that the student centred approach, which is one focus of the TESO material, is not being practised the way it is expected to be. This will have an adverse impact on the teaching-learning process.

As seen on the observation *(See append. VII)*, it is possible to say that these teacher educators are making attempts to change the traditional way of language teaching. The way the teaching materials in the college is organised does also help them to at least make a try. But most of the attempts seem to be less successful. The group works were not well organised, the activities were not well structured and as a result of this the teacher educators are seen talking in most of the

lessons. This will lead to a conclusion that despite all the efforts exerted, our traditional language teaching has not yet changed to the extent that it should be changed.

#### 4.2.4 Assessment and Evaluation

These days, assessment and evaluation is becoming the point of discussion in most workshops and trainings. Many educators agreed that it should be taken as part of the daily lesson. The interviewees also agree in the importance (See the discussion in 4.1.4 above).

Here also, the researcher planned to assess the language educators' performance with regard to the use of assessment and evaluation in their classes. The data gathered through different instruments are presented as follows.

In the interview, three of the teacher educators explained that they use quiz, class work, homework and question and answer. Although respondent two didn't put them explicitly, he explained that he assess his lesson on a daily basis (*See append. V Respondent 2*). This is something good.

In the group discussion, although all of the language educators said that they assess their daily lesson, they complained that they have problems in applying the continuous assessment which is highly emphasized in the TESO material. They found it very boring and impractical to their college situation. Apart from this, the way they are asked to implement continuous assessment is very rigid.

Let us see what they said in this regard.

*".....we can see continuous assessment which most trainers find boring."*

*(See append. V Respondent 3)*

*"In the college, what is accepted as a principle is that 75% of the students' mark should come from the continuous assessment and 25% from exams. It doesn't give you freedom. This equally works for courses with different credit hours. You can imagine how boring and tiring it is. But, I am quite happy with other concepts."*

*(See append. VI Respondent 2)*

According to them, this has caused a big problem in the kind of assessment techniques that they use in their day to day activities. So what they are practising is to simply give students activity which is not going to be summed up to their general achievement.

On the contrary, the researcher observed that these language educators use too many activities in the classroom to the extent that doing activities is the main part of the lesson. All what the researcher observed is the use of class work and homework (*See append. VII*). But even these are not used for the purpose of assessing their improvements in the day's lesson. They are rather used as the topic of the lesson. As a result, one could say that these language educators are not using the different assessment and evaluation techniques properly.

### ***Data from the Checklist for the Aforementioned Parts of a Lesson***

So far, we have seen the responses of the language teacher educators for the aforementioned parts of a lesson. Now, to reach at objective conclusions, the researcher felt that it is reasonable to include the student teachers' feelings about their teachers' performance with respect to the lesson presentation stage in general. This includes all the questions in part one and two in the questionnaire. (*See append. I*)

The total number of items in part one and two of the questionnaire is 32 with a five point rating scale. So all the data gathered is tallied and organised in a way that shows the number of Very poor (one), Poor (two), Fair (three), Good (four) and Very good (five) each teachers got for each of the items and presented (*See append. VIII*).

For comparison, the researcher summed all the Very poor (one), Poor (two), Fair (three), Good (four) and Very good (five) that each language educator got for each item down separately. The summed values are presented in their respective headings and summarised using percentages below.

**Table 1 : The summary of the sum scores of all the items under V. poor, Poor, Fair, Good and V. good in percent for lesson presentation**

		1	2	Sum of 1 & 2	3	4	5	Sum of 3,4 & 5
<b>Teacher One</b>	<b>No.</b>	126	201	<b>327</b>	134	99	80	<b>313</b>
	<b>%</b>	19.7%	31.4%	<b>51.1%</b>	20.9%	15.5%	12.5%	<b>48.9%</b>
<b>Teacher Two</b>	<b>No.</b>	122	206	<b>328</b>	131	95	86	<b>312</b>
	<b>%</b>	19.1%	32.2%	<b>51.2</b>	20.5%	14.8%	13.4%	<b>48.7%</b>
<b>Teacher Three</b>	<b>No.</b>	129	217	<b>346</b>	142	80	72	<b>294</b>
	<b>%</b>	20.2%	33.9%	<b>54.1</b>	22.2%	12.5%	11.3%	<b>46%</b>
<b>Teacher Four</b>	<b>No.</b>	152	214	<b>366</b>	132	77	65	<b>274</b>
	<b>%</b>	23.8%	33.4%	<b>57.2</b>	20.6%	12%	10.2%	<b>42.8%</b>

From this, it can be seen that all the four teachers scored 126,122, 129 and 152 ones (Very poor) and 201, 206, 217 and 214 twos (Poor) respectively which, in both cases, are below the satisfactory result (Fair). These together constitute 51.1%, 51.2, 54.1% & 57.2% respectively of the 640 which they could score if all the students give the language educators similar point for all the items (20X32). On the other hand, they scored 99, 95, 80 and 77 fours (Good) and 80, 86, 72, and 65 fives (Very good) respectively. This together with the 'Fairs' these language educators got constitutes 48.9%, 48.7%, 46% and 42.8% respectively of the total expected score of 640. From this it can be concluded that these language educators' performance is found to be below what is expected from them on the eyes of most of their students.

The students' responses strengthen what the researcher has reached at in the same issue in the above discussion on the data from other instruments. Language educators are not performing to the standard they are expected to.

#### 4.2.5 Using Teaching Materials and Aids

Despite the importance of using teaching materials and aids in a language classroom, these language educators are found to be less aware in the above discussion on their perception (See 4.1.5 above). They teach about it but they thought it is not suitable in the college level. This increased the researcher's interest to look at what their classroom practices could look like in this regard.

In the interview, therefore, the researcher asked the teachers for their practice in their use of teaching materials and aids. It is found that these language educators do not use teaching materials and aids as they should. Here is what Respondent three and four said.

*".....Since this is a higher institution, there is no need of using teaching aids. So I do not use teaching aids." (See append. V Respondent 3)*

*"I don't usually use teaching aids. But sometimes I use cassettes."*

*(See append. V Respondent 4)*

In the group discussion, respondent two openly said:

*"With regard to teaching aids, although they are included under teaching materials, we, most of the time, do not use them for the reason that we might not complete the lesson on time." (See append. VI Respondent 2)*

In the observation also (See append. VII,) the researcher observed no one trying to use teaching materials and aids in their lessons. What the language educators have at hand was the modules they have prepared for the courses they teach.

As stated in the above discussion (See 4.3.2 above), the researcher included the students' evaluation of their teachers as one way of data source in a five point rating scale. The researcher breaks up the use of teaching material and aids in to six manageable behaviours. So if all the students give them similar value for all the language educators in each of the items, then the total number of ticks each language educators got will be 120 (20X6). So, the data gathered is organised and tabulated below in a way that could clearly indicate the number of Very poor

(one), Poor (two), Fair (three), Good (four) and Very good (five) each language educators scored for each item in the questionnaire (*See append. IX*).

For comparison the researcher summed all the ticks under Very poor (one), Poor (two), Fair (three), Good (four) and Very Good (five) separately and change the sum into percent as indicated in the following table below.

**Table 2 : The summary of the sum scores of all the items under V. poor, Poor, Fair, Good and V. good in percent on the use of Teaching materials and aids**

		1	2	Sum of 1 & 2	3	4	5	Sum of 3, 4 & 5
<b>Teacher One</b>	<b>No.</b>	46	51	97	15	8	0	23
	<b>%</b>	38%	42.5%	80.5%	12.5%	6.7%	0%	19.2%
<b>Teacher Two</b>	<b>No.</b>	47	49	96	15	9	0	24
	<b>%</b>	39.2%	40.8%	80%	12.5%	7.5%	0%	20%
<b>Teacher Three</b>	<b>No.</b>	44	54	98	14	8	0	22
	<b>%</b>	36.7%	45%	81.7%	11.7%	6.7%	0%	18.4%
<b>Teacher Four</b>	<b>No.</b>	46	49	95	14	11	0	25
	<b>%</b>	38.3%	40.8%	79.1%	11.7%	9.2%	0%	20.9%

From table 4, it can be seen that the four language educators got 97, 96, 98 and 95 ones (Very poor) and twos (Poor) together respectively. This constitutes 80.5%, 80%, 81.7% and 79.1% of the 120(the total expected). On the other hand, the sum of the language educators' ticks for Fair (three), Good (four) and Very good (five) is 23, 24, 22 and 25 respectively. This constitutes 19.2%, 20%, 18.4% and 20.9% of the total expected (120). This indicates that these language educators do not use teaching materials and aids in their classroom. This strengthens the finding which is pointed out in the above discussion of this section. Many reasons could be attributed for not using teaching materials and aids. But as explained in the preceding discussion (See 4.1.3 above), the main cause seems the lack of clear understanding of the way teaching materials and

aids are prepared and/or selected and their use in the teaching-learning process in the teacher education institutions.

Despite these language educators' practices of teaching aids, the use of teaching materials and aids at teacher education institutions has a double purpose. First, as many literature state, it helps to facilitate the teaching learning process by presenting the content in a more meaningful manner. Secondly, language educators could demonstrate to their students why, when and how to prepare and use teaching materials and aids professionally in the student teachers' schools. Besides, one of the points student teachers are taught and strongly evaluated during practicum is the use of teaching materials and aids. But, as we have seen above, student teachers have not been exposed to a lesson where teaching materials and aids are effectively used.

Therefore, it could generally be said that lack of effective use of teaching materials and aids deters the college, in general, from achieving the goal; producing teachers who are well qualified both theoretically and practically.

#### **4.2.6 Practicum**

There is no question on the importance of practicum. The interviewees agreed on this point (See the discussion in 4.1.6). But looking at the practice is very important to find out problems so as to take corrective measures.

Therefore, the researcher wanted to assess the language educators' practicum practice. For the question on practicum in the interview, all the teachers explained that practicum in general is going well. They send students to schools with a checklist to observe, they ask the student teachers to reflect on what they observed and make them discuss.

But in the group discussion, two of the respondents complained that the partner schools are creating problems in the implementation of the programme. As a result, students are evaluated for something they do not properly experience. This, together with other problems, according to these language educators, sometimes led them into contradictions during the grade announcement time.

Respondent two, on the other hand, complains on the quality of the school teachers. He explained:

*“I do not think these teachers would be good models to be observed. They are very bored of teaching, they usually use lecture methods, and above all they teach English language in Amharic. So they could not be good models for the students. Rather, what worries me is that, after the observation they [the student teachers] become frustrated.” (See append. V Respondent 2)*

As a remedy, he suggested:

*“As far as I am concerned, I would prefer if the students observe the educators while teaching.” (See append. V Respondent 2)*

Despite the fact that these language educators have problems with regard to their classroom performances, as indicated in the above discussions (See 4.3), they still think that they are worth being observed as a model. This is an indication that these language educators have never reflected on their practices which is the basic step towards professional development.

Generally, we can see from the data that the language educators' role in the practicum is very limited. In all the responses, it is indicated that they are acting as an outsider, rather than taking part and trying to solve the problems.

#### **4.2.7 Teacher Educators' Role and Their Relationships with the Students**

In light of the above discussions, the researcher wanted to check what the language educators think of their roles and their relationships with their students. Respondent one in the interview suggested that his role should be *“...establishing good relationship with the students, guiding and counselling students and working hard to meet the goals of education.” (See append. V Respondent 1)*

Although other respondents did not explain it clearly, from their responses, it is possible to understand that they are more concerned in facilitating reflection and encouraging students as their main roles in their teaching.

Concerning their relationship with students, most of the respondents clearly put that they feel they have good relationship with their students. But from their over all responses, it could be concluded that the language educators perceive good relationship differently. For instance, here is how respondent three explained their relationships.

*“Students in the college are free. You give them tasks to do, they do and you give value. That is all. There is nothing that leads you into conflict with the students. We meet in the class for 50 m, I use it properly and it will be over.” (See append. V Respondent 3)*

In situation where there is very limited relationship to classroom situation, this teacher thinks that he has good relationship with students. It seems that, according to him, ‘good relationship’ is all about using ones classroom time properly.

From this, it could be said that these language educators missed the benefit of having good extended relationships with their student teachers. In many literatures, it is suggested that teacher student relationship should extend beyond the classroom interactions. Teachers should make themselves available for their students so that they could come and discuss problems that they face both in the teaching learning process and out side the classroom. The absence of such relationships will leave students alone with their problems and affects their overall performances to a greater extent.

#### **4.2.8 Modelling**

As we have seen in the literature part (See 2.6 above), modelling plays the greatest role in our day to day learning. This is especially apparent in the education of teachers. Besides the teaching of theories and practice (practicum), what is more dominant is the skills that student teachers get from their language educators classroom performance. That is why, as they all responded in the interview, it is very common to hear many teachers say “I am very influenced by teacher X”. Many educators, as stated in the literature (See 2.6 above), agree that teachers tend to teach the way they have been taught.

Every teacher educator, therefore, should be aware of the fact that apart from her/his content teaching, the way s/he presents her/his lesson has greater meaning to students. Teacher educators should not be simply preachers.

Despite this fact, the language educators under investigation are seen being less aware of the importance of modelling. Two of the respondents have put it vaguely as:

*“There are things that the students can learn from me when I talk with them. We usually encourage students to create close relationships and ask questions. I think they can learn from such behaviours.” (See append. V Respondent 1)*

*“The trainer should be ready to solve the problems the students face so that he will be a good model for them.” (See append. V Respondent 3)*

*“But if you ask me, I always take care of every thing I do in the class. But I didn’t even think that I would be a model.” (See append. V Respondent 4)*

In a situation where the language educators themselves do not seem good models in many respects, in the group discussion, they are seen blaming school teachers for not being good models for the student teachers (See the discussion in 4.3 above). As a result of this they have suggested that the practicum is facing big problems. This is how respondent four in the group discussion puts it.

*“I agree with what the second respondent [I do not think these teachers would be good models to be observed] has said. Most of the teachers are not punctual, don’t plan their lessons, don’t use teaching aids etc...” (See append. VI Respondent 4)*

This will lead to a conclusion that modelling is an issue, according to these language educators, that school teachers only should bother about. No one of the interviewees responded that they think of being modelled. Although the language educators themselves explained that their teaching is influenced by their teachers, it seems that they gave little attention to it.

### 4.3 Language Educators' Personal Qualities

As indicated in the literature (See 2.6 above), personal qualities refer to the behaviour which teachers' exhibit in the classroom, the school and in the community at large. They are so important that many researchers have conducted researches by classifying effective teachers' performance as personal qualities, knowledge and skills so as to identify the more dominant performance in the curriculum of teacher education in the process of educating effective teachers. These researches have indicated that personal qualities of teachers affect the teaching learning process at large.

But the biggest challenge is that we can't teach all of these qualities formally in the teacher education colleges. Here comes the role of social learning theory that states a great portion of human behaviour is learned through observation. So, teacher educators should be able to exhibit most, if not all, of these qualities at least in their classrooms so as to give the student teachers chances to model these behaviours. Besides, these qualities will help teacher educators create conducive classroom atmosphere where students learn actively and freely.

In language classrooms, exhibiting good personal qualities creates good relationships between the students and the teachers and among the students. It makes them feel free to participate in the teaching learning process thereby increases students involvement.

For this, the researcher tried to check both the perception and practices of the language educators against the personal qualities that both the teachers and students do agree. In the previous discussion (See 4.2) we have seen that language educators do not have clear understanding of what personal qualities they are expected to exhibit in the schools. In the question that requires them to reflect on their actual performances both in the interview and the group discussion, they have responded that except very few problems, they generally have good conduct.

But this doesn't seem genuine. From the responses that they gave else where in the interview and the group discussion, one of them clearly put that there is no need of communicating with the students except in the classroom (*See append. V Respondent 1*). The other respondents told more

about their facilitating role in the class only. It is also seen that one respondent (*See append. V Respondent 3*) deliberately limits his relationships to classroom only.

During the observation also (*See append. VII*), the language educators were seen only making students do activities in groups, but not trying to check what they were doing, and they did not try to help them on individual basis or even did not use polite expressions. What the researcher observed also seems to be traditional and tensioned classroom. There were no indications of positive relationships.

To get more reliable information, the researcher administered a questionnaire (*See append. IV*) for the student teachers. In the questionnaire, the researcher presented personal qualities which are gathered from both teachers and students who participated in the English Day celebration (See 3.2.4 above). There are twenty four behaviours listed in the questionnaire organised in a three point rating scale (Poor, Fair and Good).

After collecting the checklists from the students, the researcher counted all the ticks that each teacher educator got for each item to get how many Poor (one), Fair (two) and Good (three) they got. The maximum number they could get in a 24 itemed questioner, if the students give them similar value for all the items, is 480 (20X24). (*See append. X*)

For comparison, then, the researcher summed all the Poor(one), Fair (two) and Good(three) each language educators got separately, change them in to percent and put them in the table below.

**Table 3: The summary of the sum scores of all the items under Poor, Fair and Good in percent for personal qualities**

		1	2	3
<b>Teacher One</b>	<b>No.</b>	269	130	81
	<b>%</b>	56%	27%	17%
<b>Teacher Two</b>	<b>No.</b>	268	144	68
	<b>%</b>	56%	30%	14%
<b>Teacher Three</b>	<b>No.</b>	271	144	65
	<b>%</b>	56%	30%	14%
<b>Teacher Four</b>	<b>No.</b>	251	157	72
	<b>%</b>	52%	33%	15%

From the table, it can be seen that these language educators got 269, 268, 271 and 251 ones (Poor) respectively. This constitutes 56% 56%, 56% and 52% of the total 480 (20X24). On the other hand, these language educators got 81, 68, 65 and 72 threes (Good). This will be 17%, 14%, 14% and 15% respectively. This together with the twos (Fair) constitute 44%, 44%, 44% and 48% respectively of the 480. This shows that many of the language educators got below the Fair (two) in more than half of the qualities listed in the questionnaire. This means that these language educators are found to have problems with regard to the qualities listed in the questionnaire. The data from other instruments also indirectly support this fact (See the discussion in 4.3.5 above).

As many researches indicate, there is no doubt about the effect of teachers' personal qualities to the whole teaching learning environment. Since language teachers model most of their conduct from the language educators, the language educators are expected to be by far better in their conduct with their student teachers. Otherwise, the teaching learning process in the college will be adversely affected. Besides student teachers will model these behaviours and act accordingly when they go out to their schools.

#### 4.4 Problems Affecting Language Educators' Classroom Performances

In assessing the language teacher educators' classroom performances, the researcher finds reasonable to consider problems that affect their classroom performances. Since problems in the schools are many, the researcher tried to direct the interviewees to focus on those which have direct link to the classroom teaching.

In their responses, the language educators unanimously agreed that the quality of students enrolled in the college is below the standard. They argued that these students are usually low achievers in their national examinations. This creates a lot of work for language educators. They explained that they sometimes go out of the curriculum and revise important parts from their previous classes which will make the language educators lag behind the schedule. Besides, as the student teachers used to lecture method in their school studies, they resist to actively participate in student centred activities. These, in most cases, made the language educators change their methods to the method the students are comfortable with to increase student teachers' mastery of the subject.

Lack of experience in student centred and active learning strategies, as all of the respondents pointed out, while the language teacher educators were in colleges and universities has deterred them from effectively implementing student centred and active learning strategies. This made language educators feel comfortable with the methods they have passed through. As an evident, here is what respondent two said in this respect.

*"There is also a problem of ignoring students' learning preferences. These could be attributed to:*

- *The trainers feel using the teaching methods they passed through as the only methods.*
- *The inadequacy of trainings to help trainers develop professionally."*

*(See append. V Respondent 2)*

As a result of this, language educators are seen being resistant to the student centred and active learning practices as they explained in their interview.

The other challenge area for the language teacher educators is the issue of continuous assessment. Although these teachers are in favour of the concept of continuous assessment, they suggested that it did not consider the work load they have and other objective realities of the college. Let us see what they said.

*"...we can see assessment and evaluation which most trainers are not happy with."*

*(See append. V Respondent 1)*

*"...we can see continuous assessment which most trainers find boring."*

*(See append. V Respondent 3)*

*"My problem probably is on the implementation of continuous assessment. Because, I don't give values for all the activities that the students do in the class. I leave them in the class." (See append. V Respondent 2)*

They also complain that continuous assessment is made rigid in that:

*"... what is accepted as a principle is that 75% of the students' mark should come from the continuous assessment and 25% from exams. It doesn't give you freedom. This equally works for courses with different credit hours. You can imagine how boring and tiring it is. But, I am quite happy with other concepts." (See append. VI Respondent 2)*

Apart from the problems observed in the language educators' side in the above discussions (See 4.3), the problems these teacher educators have raised sound good. It is worth considering the problems given by the language educators above in that they could affect the language educators' classroom performances to a larger extent.

#### **4.5 Comparison between Language Educators with Higher Diploma and Without It**

Looking at the problems that our educational system is facing these days, the Ministry of Education launched a higher diploma programme throughout all the teacher education colleges. It has been three years since this programme has been put into effect. It is aimed at helping teacher

These problems are also seen being very serious in the observation: all of the classes were conducted in a more traditional manner, the classes were poorly managed and almost no assessment technique is seen being implemented. This is also supported by the students' evaluation. In the checklist, four of the language educators are given below fair (three) in 51.1%, 51.2, 54.1% & 57.2% of the items respectively. This means that there are problems in the language educators' classroom practices of this stage.

3. Regarding the use of teaching materials and aids, the language educators reflected different opinion. Some said that using teaching materials and aids at all level is very important. But the others disagree to this point. This part is, therefore, another area where language educators' perception is doubted.

On the other hand, these language educators explained that they do not use teaching aids and materials in their classes. The observation did also confirm the case. No one of the language educators tried to use teaching materials and aids in their classes.

The student teachers' checklist for this part of the lesson also witnessed the case to be true. The language educators are given below fair (three) in 80.5%, 80%, 81.7% and 79.1% of the item respectively. This indicates that the language educators do not use teaching material and aids in their classrooms.

- 4 Although not in a very detailed manner, the language educators expressed what they think about practicum and their practices. From the information they gave in the interview and the group discussion, therefore, it can be concluded that these language educators do not have a clear perception of practicum. This is also reflected in their practices as explained in their interview.
5. Apart from having a good knowledge on the language teaching pedagogy, there is no doubt that knowledge of the focus of the country's teacher education is very important. The success of the whole programme is evaluated based on the implementation of focal

points of a certain educational system. In Ethiopian case, this is clearly put in the TESO material.

Despite this fact, these language educators are found to have a blurred perception of what the focus and direction of the countries educational system. In the interview, some of them said they don't know the focus and some guessed. This could affect the whole performance of these language educators.

6. Understanding the roles and establishing good relationships is the criteria that effective teaching and learning constitutes. The language educators, in this respect, are found to be more traditional in that they preferred to limit their relationships with the students as a best way of establishing good relationship. So, it could be generalized that these language educators have either vague perception of what kinds of roles to play and relationships to establish to be good teachers or they ignored and shifted to a traditional approach.
7. Teacher education is not only about the teaching of contents. To a larger extent, it is about modelling good practices. In the interview, these language educators explained that they did not think of it. It seems that they are less aware of the importance of modelling. Rather they are seen blaming the school teachers for not being a good model.
8. These language educators explained that factors like the low quality of the student teachers enrolled, their previous experience of teaching, lack of experience in the student centred approach of teaching on the teachers' side, and continuous assessment are seen as the main problems these teachers are facing. They explained that these affect the whole teaching learning process of the college.
9. Personal qualities of teachers are very decisive to change the mood of the students and make the teaching learning environment friendly and interactive. Despite this, the results from the interview and group discussion showed that these language educators do not have clear understanding of the personal qualities they are expected to exhibit and the importance of personal qualities in teaching. This is also clearly seen in the observation.

In the attempt the researcher made to get students' reaction on the selected qualities, it is also seen that almost all of the students witnessed that these language educators are poor in exhibiting these qualities and are given below Fair (two) in 56% 56%, 56% and 52% of the items respectively.

10. The Higher Diploma programme is launched in order to bring change in the teaching learning process and help the language educators grow professionally. Despite the fact that the contents of the Higher Diploma programme interest most participants, they explained that they are not practising it in their classrooms. The data from the observation also indicated that there is no difference in the classroom performances of the language educators who attended the programme and who did not.

## **5.2 Conclusion**

Based on the findings in 5.1, the following conclusions can be made.

- 1) All the language educators underlined the importance of good knowledge in the general language teaching methodology and what is suggested in the TESO material for effective classroom performance. Despite this, they are found being less aware of the general language teaching methodologies and even the suggested methods in the TESO material. This is specially reflected in the case of classroom organization, teaching material and aids usage, relationship with students, practicum and modelling.
- 2) Despite all what they have said about language teaching methodologies, their practices are found to be poor.
- 3) It is agreed with these teachers that good personal qualities are also the main blocks of teaching. This being the fact, these language educators are seen to have unclear perception of the qualities.
- 4) It is also found that these language teacher educators don't exhibit good personal qualities in their classrooms.
- 5) Although we have agreed on the importance of the Higher Diploma Programme, it is found that the programme does not bring the desired impact on the language educators.

- 6) It is also found that the loose relationship among the Ministry of Education, the Regional Education bureau, the colleges and the language educators creates many problems like:
- quality of student teachers enrolled,
  - the student teachers previous experience of teaching,
  - lack of experience in the student centred approach of teaching on the teacher side and continuous assessment .

### **5.3 Recommendations**

In light of these findings, the researcher would suggest the following measures to be taken so as to improve the quality of language teacher educators, language teachers and language teaching at large.

- 1) The Ministry of Education and the Teacher Education Colleges should organise on-job trainings for the language teacher educators more than ever so as to update their knowledge on language teaching pedagogy.
- 2) Teacher Education Colleges should work on the establishment of a friendly environment where teacher educators work closely to reflect on, reflect in and reflect upon and share their experiences and discuss basic issues on teacher education on the whole. This can be established by organizing in-staff trainings, friendly departmental and/or institutional supervision and by establishing a tradition of cooperative teaching. The Ministry of Education and NGO's should play important roles in supporting these colleges in these attempts.
- 3) The Ministry of Education should establish systems so as to collect feedbacks on the implementation of the whole teacher education programmes from the teacher educators and take amendments when necessary. This will make everybody taking part in the programme feel a sense of responsibility on the programme.
- 4) Colleges should establish a close relationship based on mutual benefits with the school teachers. This will help both parties to be sincerely concerned on each others work and brings a supportive environment.
- 5) The Ministry of Education should work more on the higher diploma programme. But, developing a system for conducting a follow-up study after the programme should be

given as equal attention as developing the whole programme package if sustainability of the impact is the ultimate objective.

- 6) It is also very important to establish a system where participation in workshops, on-job trainings and good participation in in-staff workshops as well as evaluation of the language educators' classroom performance of the lessons from the higher diploma programme are made part of teacher educators' career development. This will be a motivating factor that leads to good practices.

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# Appendix I

## Questions for Interview

1. Could you tell me what methods and personal qualities are suggested in the ETEP material?
2. Could you tell me pedagogical skills that a teacher educator needs to be aware of in terms of:
  - Lesson Planning
  - Classroom management
  - Lesson Presentation
  - Assessment and evaluation
  - Teaching material and aid usage
  - Practicum
3. Could you tell me how ELT teacher education is done in the college in terms of:
  - Planning
  - Methods
  - Classroom procedures and activities being used
  - Assessment and evaluation
  - Use of teaching materials and aids
  - Practicum
  - Teacher educators' role
  - Student teacher relationships
  - Personal qualities of language teacher educators
  - Modelling
4. Do you think that your practice go along with the teaching methods suggested in the curriculum /ETEP/? Why? Why not?
5. What problems are there that hinder you from working according to the suggested methods?
  - Student related
  - Teacher educator related
  - Institution related
  - Curriculum related

## Appendix II

### Questions for the Group Discussion

1. In the curriculum/ETEP/, there are suggested methods and personal qualities/ethics that teacher educators' need to exhibit.
  - What are they?
  - How do you evaluate them in terms of your college's context?
  
2. How do you evaluate EFL teaching in your college?  
Do you have a tradition of staff supervision?  
What are the strong and weak points that you have observed among your fellow teacher educators in terms of:
  - Planning
  - Lesson Presentation
  - Classroom management
  - Assessment and evaluation
  - Teaching material and aids
  - Personal qualities
  - Practicum
  - Student-teacher interaction
  
3. What problems do you have that greatly affect your classroom performances?
  - Student related
  - Teacher educator related
  - Institution related
  - Curriculum related

## **Appendix III**

### **Checklists of Students on Classroom Performances**

**Dear students,**

I would like to thank you for showing interest to cooperate in this research work. I am currently conducting research in partial fulfillment of my masters degree in Teaching English as a Foreign Language /TEFL/. This questionnaire /attempt/ investigates your instructor's classroom teaching practices. Your genuine answers to the items help in finding out the current status of the issue under investigation. Therefore, I kindly request you to be genuine and open to share your experience in the area.

**Note:** Give your answers by ticking in the boxes. The numbers in the boxes stands for :

- 1. Vary poor**
- 2. Poor**
- 3. Fair**
- 4. Good**
- 5. Very good.**

Above all, I want to assure you that the information you provide is for this research work only and will be kept confidential.



- 2.20 The teacher gives students supportive materials like handouts books, citations, bibliography etc.
- 2.21 The teacher's approach is well thought-out.
- 2.22 There is a proper use of individual, pair, group, and class activities.
- 2.23 The teacher properly monitors individual, pair, group, and class activities.
- 2.24 The pacing of the lesson is clear, brisk and appropriate.
- 2.25 The time is used effectively.
- 2.26 The teacher uses the time flexibly to respond to students learning styles.
- 2.27 The teacher revises the lesson briefly and clearly.
- 2.28 The teacher assesses students' learning though varies tasks.


**3 Teaching aids**

- 3.1 The teacher uses the board effectively.
- 3.2 The teaching aids are stimulating.
- 3.3 The teaching aids are used properly.
- 3.4 The teaching aids are accessible.
- 3.5 The teaching aids are relevant to the task.
- 3.6 The teaching aids are of good quality.


## Appendix IV

### Checklists of Students on Personal Qualities

**Dear students,**

I would like to thank you for showing interest to cooperate in this research work. I am currently conducting research in partial fulfillment of my masters degree in Teaching English as a Foreign Language /TEFL/. This questionnaire /attempt/ investigates your instructor's classroom teaching practices. Your genuine answers to the items help in finding out the current status of the issue under investigation. Therefore, I kindly request you to be genuine and open to share your experience in the area.

**Note:** Give your answers by ticking in the boxes. The numbers in the boxes

stands for :

**1. Poor**

**3. Fair**

**4. Good**

Above all, I want to assure you that the information you provide is for this research work only and will be kept confidential.

	1	2	3
1. He/She has a sense of humour.			
2. He/She is empathetic for our attempts to learn			
3. He/She is respectful for student regardless of ethnicity, gender, ability, social status or religion.			
4. He/She exhibits open-minded attitudes towards differences in students' beliefs and values.			
5. He/She encourages us to give our opinion.			
6. He/She treats all the students fairly.			
7. He/She doesn't show favouritism.			
8. He/She pays attention to every student.			
9. He/She never embarrasses us when giving feedback.			
10. He/She doesn't allow us to treat each other rudely or disrespectfully.			
11. He/She doesn't use sarcasm and immoral actions to discipline students.			
12. He/She knows our names and calls us when necessary.			
13. He/She considers our feeling even when our thoughts seem immature.			
14. He/She is very patient and tolerant.			
15. He/She is kind			
16. He/She is committed to his work.			
17. He/She is creative in running his lessons.			
18. He/She is a good listener.			
19. He/She easily understands our problems.			
20. He/She is relaxing type (stimulating)			
21. He/She uses words of respect like "Please, thank you, it would be helpful if... etc."			
22. He/She gives specific, positive feedback like "Good answer, excellent, good attempt etc."			
23. He/She is punctual.			
24. He/She isn't authoritative.			

## Appendix V

### Transcribed Interview

#### 1<sup>st</sup> Respondent

##### **1. Could you tell me what methods and personal qualities are suggested in the TESO material?**

Yes, there are many suggested methods in the TESO. All of them are student centred. But, it is difficult to say that all of them are being implemented in our college. However, I want to assure you that I'm trying my best to implement them.

In terms of the trainers' personal qualities, they should teach the students using the student centred approach.

In our college, all the teachers have no exaggerated problem in terms of their personal qualities. But there are some problems regarding the implementation of the student centred approach. For instance, most of the trainers have negative attitude towards student centred approach because of the following reasons.

- Class size
- Students' resistance to actively engage in a student centred learning.

These greatly affect both the attitude and performance of the trainers.

##### **2. Could you tell me pedagogical skills that a teacher educator needs to be aware of in terms of:**

- Lesson Planning
- Classroom management
- Lesson Presentation
- Assessment and evaluation
- Teaching material and aid usage
- Practicum

### **A. Planning**

Planning is so basic that every teacher should make on a daily basis before getting into the class. Because it serves as a guide for the teacher by indicating the objectives, the content, the methods, the teacher's and students' activities and the assessments that you could use in the lesson.

The objectives should be clear since the lesson is meant to achieve the objectives. It has to be written in terms of the students' behaviour and should be achievable.

All the activities in the lesson plan should be classified as 'teacher's' and 'students' 'activities. Most of the time the teacher's role should be described as a facilitator. As most of the activities are meant to be done by the students, they should be organized centring the students.

### **B. Classroom Management**

Most of the time classroom management skills are related to the personal qualities of the teacher. We had learned that there are many ways of managing classes which are considered as science. But most of the time, trainers are found to be careless of implementing these skills. Classroom management is not all about punishing students. Students should not be punished. So, we as trainers need to use all the skills that we have learned as a science in our classes.

More over, to manage classes effectively, the trainer should also consider the students learning style while planning and change the seat arrangements of the students. But in changing the seat arrangements of the students the trainer should make sure that the students are not conscious of these changes.

### **C. Lesson Presentation**

This is the other most important part of the lesson. Teachers should present their lesson one after the other as put in the plan. They should consider the students' background knowledge and use simple language. Other wise, it will be difficult to achieve the objective of the lesson.

### **D. Assessment and Evaluation**

In our college, we use continuous assessment. It is very important in that it helps teachers follow students' day to day improvement and indicates where and when to take remedial activities.

But it has at least two problems. They are:

- Grading every activity creates burden on the trainers.

- When declaring the results, it is very common that conflicts between the trainer and the students arise.

Generally speaking, trainers should evaluate every lesson so as to get important information about their teaching and students' progress.

### **E. Teaching material and aids usage**

Using teaching materials and aids is very important. But when using, trainers should make sure that these materials and aids are pre-planned, attractive and representative.

### **F. Practicum**

Every trainer who goes to the schools on observation purposes should:

- Observe students teaching and performance related to activities in the classrooms and in the schools at large.
- Be prepared so that he/she would be able to observe properly and give constructive comments for the students.
- Since students have a tendency of resisting comments, the trainer should use different strategies to convince and make them learn out of their problems.

### **3. Could you tell me how ELT teacher education is done in the college in terms of:**

- **Planning**
- **Methods**
- **Classroom procedures and activities being used**
- **Assessment and evaluation**
- **Use of teaching materials and aids**
- **Practicum**
- **Teacher educators' role**
- **Student teacher relationships**
- **Personal qualities of language teacher educators**
- **Modelling**

#### **A. Planning**

Most of the materials I have been using to teach are made in a way that incorporate lesson plan formats. They contain teacher's activity, students' activity, assessment and evaluation techniques and teaching aids. So I always modify and use these plans.

## **B. Methodology**

I always use different teaching methods like gap lecture and demonstration. But all of the methods should centre the students. But this doesn't mean that the trainer should always use group work. There are other activities like project work, individual work etc. that the trainer could use. Most of the time, students expect lectures and due to the fact that it is boring, it is good that trainers create participatory activities and games to motivate students.

## **C. Activities and Procedures**

I always use didactic elements of a lesson. There are activities that I use to introduce my lesson. I also use games. But you have to be careful in using games, because students can easily go to disturbance and make classroom management very difficult. So, I use classroom management techniques.

## **D. Assessment and evaluations**

I use assessments like quiz, class work, home work etc... on daily basis.

## **E. Teaching Aids**

Most of the time, I use multi media. But very rarely I use teaching materials and aids in our pedagogical centre.

## **F. Practicum**

Practicum has its own problems. From these what is more related to the teaching learning process is the students grade oriented behaviour. Students tend to resist comments which most of the time lead us to a conflict.

## **G. Teachers Role**

I feel that my role should be:

- Establishing good relationship with the students.
- Guiding and counselling students
- Working hard to meet the goals of education.

## **H. Student Teacher relationship**

Generally, I have a health relationship with my students. When I am busy, I feel that I do not treat my students properly.

## **J. Modelling**

There are things that the students can learn from me when I talk with them. We usually encourage students to create close relationships and ask questions. I think they can learn from such behaviours.

### **4. Do you think that your practice go along with the teaching methods suggested in the curriculum /TESO/? Why? Why not?**

There are differences between what is on the TESO and our practices. As a good example, we can see assessment and evaluation which most trainers are not happy with. This obviously hinders us from performing according to the set standard.

But I, personally, don't hate what is in the curriculum. Although they have some problems, I am trying my best to implement them in my classrooms.

### **5. What problems are there that hinder you from working according to the suggested methods?**

- Student related
- Teacher educator related
- Institution related
- Curriculum related

Problems related to assessment and evaluations, to a larger extent, are due to the trainers' tendency to resist changes.

On the trainers' side, there is the tendency to be sentimental. There is also a problem of treating students properly. But when you generally look at it, all the trainers here are good.

On the students' side, the major problem is that these students are low achievers. Most of them are also naughty. This greatly affects the relationships between students and teachers, and the whole teaching learning environment in general.

## **2<sup>nd</sup> Respondent**

### **1. Could you tell me what methods and personal qualities are suggested in the TESO material?**

All what is in the TESO are student centred and active learning methods. Continuous assessment and evaluation is also the other thing that is given emphasis

With regard to the trainers' personal qualities, TESO suggests that trainers should be:

- Creative
- Establish proper relationship with the students.
- Patient.

## **2. Could you tell me pedagogical skills that a teacher educator needs to be aware of in terms of:**

- **Lesson Planning**
- **Classroom management**
- **Lesson Presentation**
- **Assessment and evaluation**
- **Teaching material and aid usage**
- **Practicum**

### **A. Planning**

It is obvious that every trainer should plan his/her lesson ahead. The plan should consist:

- Clear, measurable and achievable objectives.
- Activities which could arouse students' interest.
- Different assessment and evaluation techniques.

### **B. Classroom Management**

Classroom management skills are very important for every trainer. There are many skills and strategies suggested in the pedagogy. Some of these skills are:

- Maintaining classroom discipline
- Maintaining proper eye contact
- Treating students equally
- Changing students' seat

### **C. Lesson Presentation**

During lesson presentation, trainers should:

- introduce objectives of the lesson.
- revise the previous lesson
- start the day's lesson with activities and examples.
- implement what is in the plan in order.

- use motivating activities.
- use different assessment techniques.
- conclude the day's lesson on time.
- be flexible to accommodate ideas and activities which come from the class.

#### **D. assessment and evaluation**

The trainer should use different assessment techniques like:

- Question and answer.
- Group discussion.
- Class work

#### **E. Teaching material and aids**

All the teaching materials are made to include resource packs so as to give teachers the chance to choose from. I, also, try my best to use aids in my lessons.

#### **F. Practicum**

Concerning practicum, there are two main points that every trainer should be aware of. These are:

- Sending students to schools so that they could observe teaching in the real situation.
- Facilitating situations for the students to reflect on the points that they have observed in their stay in the schools.

But, here, trainers should be able to establish good rapport with the students.

Since most of the things at this level are meant to be done by the students, the trainers' main role should be facilitating learning.

### **3. Could you tell me how ELT teacher education is done in the college in terms of:**

- Planning
- Methods
- Classroom procedures and activities being used
- Assessment and evaluation
- Use of teaching materials and aids
- Practicum
- Teacher educators' role
- Student teacher relationships
- Personal qualities of language teacher educators
- Modelling

I usually plan. But I don't put the plan on paper. Before I enter to the classroom I take time to think and plan activities which I am going to perform in the classroom. In the classroom also, I feel that I am good at managing my classes by applying all the aforementioned skills and strategies. I evaluate my lesson every day using different techniques. I sometimes use teaching aids.

I encourage my students to observe actual classes and reflect on the points that they have observed. For this, I feel, I have a brotherly relationship with my students.

**4. Do you think that your practice go along with the teaching methods suggested in the curriculum /TESO/? Why? Why not?**

I don't feel I am sufficiently performing according to the set standard. But I am trying my best to reach to that standard. I usually use strategies that increase students' participation. My problem probably is on the implementation of continuous assessment. Because, I don't give values for all the activities that the students do in the class. I leave them in the class.

**5. What problems are there that hinder you from working according to the suggested methods?**

- Student related
- Teacher educator related
- Institution related
- Curriculum related

Most of the time there is a tendency of resisting changes on the trainers' side. Concepts like continues assessment and student centred approach are not implemented well. There is also a problem of ignoring students' learning preferences. These could be attributed to:

The trainers feel using the teaching methods they passed through as the only methods.

The inadequacy of trainings to help trainers develop professionally.

On the students' side, the main problem is that they always expect to be lectured like the way they have been taught throughout their schooling at the lower levels. As a result, they do not engage themselves actively in the teaching learning process.

Although it is difficult to blame the institute, I feel that it could be better if the college organizes different trainings for the trainers' professional development.

To solve the problems listed above, I am trying my best.

For me, my teachers have got great role in shaping my learning. Actually education can not be free of this influence. So' as a teacher trainer, I feel that we have to take maximum care not to be bad role models for our students. The best strategy to get out of this problem is planning lessons ahead.

Some of the things that the students could learn from us are:

- Punctuality
- Communicative ability
- Treating students equally / impartiality/
- Kind, understanding students problem /sympathy/

### **3<sup>rd</sup> Respondent**

#### **1. Could you tell me what methods and personal qualities are suggested in the TESO material?**

I don't really know them.

#### **2. Could you tell me pedagogical skills that a teacher educator needs to be aware of in terms of:**

- **Lesson Planning**
- **Classroom management**
- **Lesson Presentation**
- **Assessment and evaluation**
- **Teaching material and aid usage**
- **Practicum**

#### **A. Planning**

Planning is so important that every teacher should plan. The plan should include :

- Objectives
- Contents
- Methods
- Assessment and evaluation

## **B. Classroom Management**

Concerning classroom management, there is nothing that worries the teacher since it is a higher institution. Unlike students at the lower level, these students are matured enough to understand the importance of learning.

## **C. Lesson Presentation**

During lesson presentation, the trainer could use different methods like demonstration and lecture depending on the content of the lesson.

## **D. Assessment and Evaluation**

In the Higher Diploma programme, I have seen that we could use students' peer evaluation.

## **F. Practicum**

Practicum is a new concept which is introduced together with TESOL. As a course students will be engaged through out the programme in going out to schools and observe the real teaching-learning environment. But the main problem as to me is that, what is being practiced in the school is quite traditional and could not be a good model for the students. Besides, schools are not cooperative in facilitating the environment for the students. This made the students simply to fill in the form they are given to use during the observation. There is no way of seeing the observation as a process. Generally it lacks integrity.

### **3. Could you tell me how ELT teacher education is done in the college in terms of:**

- Planning
- Methods
- Classroom procedures and activities being used
- Assessment and evaluation
- Use of teaching materials and aids
- Practicum
- Teacher educators' role
- Student teacher relationships
- Personal qualities of language teacher educators
- Modelling

In the previous times, planning a lesson was not a serious issue in teaching for me. But in the Higher Diploma programme, I have learned that every teacher should plan, and I began planning my daily lesson. But we did it for ourselves and we never show it to a friend or the department heads.

To assess my daily lessons, I usually use quizzes, question and answer, class work etc.

In presenting my lesson, I usually use group work. I usually tell students to form the groups with different partners.

Since this is a higher institution, there is no need of using teaching aids. So I do not use. This will be very important in the lower classes. Besides, the nature of the course determines your use of teaching aids.

This semester, for example, I took my practicum groups three times to schools. After the observation, I made them reflect on what they have seen there.

I have a good relationship with students. Students in the college are free. You give them tasks to do, they do and you give value. That is all. There is nothing that leads you into conflict with the students. We meet in the class for 50 m, I use it properly and it will be over.

The trainer should be ready to solve the problems the students face so that he will be a good model for them.

**4. Do you think that your practice go along with the teaching methods suggested in the curriculum /TESO/? Why? Why not?**

Unless the trainers are not willing to use the student centred methods, the class size and the nature of the chairs are very suitable to apply these methods.

**5. What problems are there that hinder you from working according to the suggested methods?**

- Student related
- Teacher educator related
- Institution related
- Curriculum related

The serious and the most common problem that I observe is the poor standard of students. Most of our students are very weak in their academic knowledge that the trainers could not conduct the lessons according to the standard and way they want to.

As a teacher trainer, I have been trying my best to minimize these problems within my reach. But I am afraid most of these problems are beyond my limit.

Planning is one part of the higher diploma programme. So I always plan my lessons because I am evaluated in the Higher diploma sessions. But, most of the time, I failed to perform as I planned in the class. The main reason for this is lack of stability of the programme in the college.

Most of the time, I use lecture and group work in the presentation stage.

To assess my lessons, I use quiz, checklist for peer evaluation, group work, question and answer, class work etc.

In the class. I usually use teaching materials well prepared.

I don't usually use teaching aids. But sometimes I use cassettes.

Although there are some problems, practicum is generally good. Students are given checklists and are sent to schools for observation. When they return, we make them reflect on their experiences in their respective groups.

**4. Do you think that your practice go along with the teaching methods suggested in the curriculum /TESO/? Why? Why not?**

Although I do not clearly know what is suggested in the TESO, I feel that I am working according to the standard. This is because most of the time I play the facilitator's role in my class and it is supported by student centred method.

**5. What problems are there that hinder you from working according to the suggested methods?**

- Student related**
- Teacher educator related**
- Institution related**
- Curriculum related**

Generally all the trainers in this college are good. The only problem I feel is that those trainers who teach the same course don't usually work together.

Problems in the students' side are:

Lack of proper interest and attention.

Grade oriented.

Lack of proper academic knowledge.

At the college level the most crucial problems are that of programming and distribution of materials.

To solve these problems, I made efforts by:

- Rearranging programmes.
- Looking for ways where by students could get fair access to the materials.

I had some teachers who really influenced me in my teaching career. I have also seen this when I asked my students to present something. I saw them speak, perform like I do in the class. Truly speaking, I felt as if I was looking to myself. From this I have learned that trainers should be very careful for what they say and do in front of the students so that they would be a good model.

But if you ask me, I always take care of every thing I do in the class. But I didn't even think that I would be a model.

## Appendix VI

### Group Discussion

In the curriculum/TESO/, there are suggested methods and personal qualities/ethics that Teacher Educators' need to exhibit.

What are they?

How do you evaluate them in terms of your college's context?

#### 2<sup>nd</sup> Respondent

Mainly, what is suggested in the TESO are all student centred methods of teaching. Concerning the trainers' personal quality, it requires trainers to be :

- Punctual
- Patient
- Establish good relationship with the students
- Communicative
- Generally good model

#### 4<sup>th</sup> Respondent

In the TESO material, all the methods suggested are methods that increase the students' participation in the teaching-learning process. There are also qualities that are expected of trainers like good content knowledge, punctuality, planning etc.... On the other side, qualities that the trainer should not have are harassing students, being corrupted, spending the class time extravagantly etc.

#### 3<sup>rd</sup> Respondent

As my friends explained, student centred method is the focus of the TESO material.

#### 2. How do you evaluate EFL teaching in your college?

- Do you have a tradition of staff supervision?
- What are the strong and weak points that you have observed among your fellow teacher educators in terms of:
  - Planning
  - Lesson Presentation
  - Classroom management
  - Assessment and evaluation
  - Teaching material and aids
  - Personal qualities
  - Practicum
  - Student-teacher interaction

## **2<sup>nd</sup> Respondent**

Yes, all the suggested methods are being implemented in our college. If you take, for instance, the number of students, we now have 30-40 students in a class which is suggested in the TESO material /35-40/. Besides, we have movable chairs in our classes which make movement and group activities easier.

With respect to the trainers personal qualities, all trainers here are good except some deviants.

## **4<sup>th</sup> Respondent**

I absolutely agree with what respondent two said. But we can not say that they are fully implemented. As a good example we can see the number of classes (load) we teach.

## **3<sup>rd</sup> Respondent**

As they said, what is suggested in the material is being implemented. But as respondent four explained, there are some problems. As an example we can see continuous assessment which most trainers find boring. The other is that the way we have been taught influenced us to the extent that we couldn't properly manage using student centred methods.

## **2<sup>nd</sup> Respondent**

I have a reservation on continuous assessment. In the college, what is accepted as a principle is that 75% of the students' mark should come from the continuous assessment and 25% from exams. It doesn't give you freedom. This equally works for courses with different credit hours. You can imagine how boring and tiring it is. But, I am quite happy with other concepts.

## **4<sup>th</sup> Respondent**

I'm very happy with what is being implemented in the college. Besides, it is good to see most trainers beginning to use group work most of the time. But, it is found that group activities provide good opportunity for weak students to rely on better performing students and get good results. So, in this respect, TESO needs to be revised to minimize these problems.

## **3<sup>rd</sup> Respondent**

We, who teach the same courses, sometimes discuss on some general issues on the subject. But we don't have the tradition of observing each others lesson.

## **2<sup>nd</sup> Respondent**

Although we know that it is important, we sometimes discuss on issues related to the subjects we are teaching. But last year, when we were attending the higher diploma programme, we used to

observe each other's classes and gave comments. What is pity is that after we finished the programme every thing stopped. But it was very tiresome.

#### **4<sup>th</sup> Respondent**

Concerning planning, we don't usually plan except for the higher diploma. But even there, there were some problems like in the objectives. But the most common problem is that most trainers prefer to use lecture. But after the programme is over, every thing stopped as my friends explained.

#### **2<sup>nd</sup> Respondent**

I have two reservations on planning. First of all, even in the higher diploma trainers are advised to give time for the stages of the lesson, not for the individual activities. I think time should be allocated for the individual activities. The other point is that most trainers don't give proper attention to the evaluation part of the lesson plan. It is as important as the other parts of the lesson that every trainer should be very concerned about it as well.

#### **3<sup>rd</sup> Respondent**

After the higher diploma, I have learned how important planning a lesson is. But it could be more practical if there is somebody who comments on your plans from the pedagogical point of view. This will help you to develop professionally. You see, it is here that you can see the importance of staff supervision.

#### **2<sup>nd</sup> Respondent**

Basically, problems that we encounter are related to lack of proper knowledge and experience of student centred approach. We select activities which are student centred and try to use them in the class. But we face problems of managing them in the way and time we planned to.

With regard to teaching aids, although they are included in the teaching materials, we most of the time do not use them for the reason that we might not complete the lesson on time.

The main purpose of continuous assessment is to give students series of meaningful activities and follow up their progress by valuing their work. But because of the work load we have, we don't usually give values for most of the students' activities. They will be left in the class.

#### **4<sup>th</sup> Respondent**

In the material, it seems that there are contradictions between the contents and the suggested methods. The contents are not within the limit of the students' background knowledge and have

little relations with language teaching. It seemed that they are simply organized this way so as to keep horizontal and vertical integration.

Concerning assessment and evaluation, it is the trainer who usually conducts the assessment and evaluation. We have never given this chance to students so far.

### **3<sup>rd</sup> Respondent**

Generally practicum is going well. But most partner schools are not cooperative. This greatly affects the whole programme. We evaluate our students in a situation where they don't have proper experience. So, I don't think that students have benefited the most out of it.

### **2<sup>nd</sup> Respondent**

I think this is a very important issue. Although there are many other things that the students should observe in the partner schools, the main part is the classroom observation while the teacher is teaching. I do not think these teachers would be good models to be observed. They are very bored of teaching, they usually use lecture methods, and above all they teach English language in Amharic. So they could not be good models for the students. Rather, what worries me is that, after the observation they become frustrated.

As far as my knowledge is concerned, I would prefer if the students are made to observe the trainers teaching in the college.

### **4<sup>th</sup> Respondent**

I agree with what the second respondent has said. Most of the teachers are not punctual, don't plan their lessons, don't use teaching aids etc...

### **3<sup>rd</sup> Respondent**

Although teachers of the partner schools are not good enough to be good models, there are many other things that the students should observe in the schools. So' I feel that the implementation of practicum is more or less good.

### **3. What problems do you have that greatly affect your classroom performances?**

- Student related
- Teacher educator related
- Institution related
- Curriculum related

### **3<sup>rd</sup> Respondent**

As to me, the number of students should be less than what we have now and our work load should also be reduced. This will give us a chance to work very closely with individual students and help them.

Our students are very poor in their academic knowledge. I would suggest that the college should take the proper care during the selection process.

Trainers in our college should practice peer evaluation. Concerning the material, they are prepared by us, and they are being tried out and improved. But there are problems in the distribution of these materials. It is clear that this will have a negative impact on the whole process of teaching and learning.

### **2<sup>nd</sup> Respondent**

I would prefer to start from the trainers problems. We trainers should really work hard to be good models for our students. Actually there is no problem with regard to the content knowledge. But there are some problems on the trainers' personal qualities and we are also change resistant. I think we should be able to improve these problems.

In addition to the problem students have in academic knowledge, the teaching methodology they have passed through made them less active when asked to participate in class activities.

I think the college should facilitate trainings on different issues for the trainers and encourage trainers to have staff supervisions as the college tradition. Concerning the material, we are improving them while we are using them. The distribution of the materials is also relatively good.

As respondent three explained, the relationship we have with partner schools need to be revised.

I think, the government should evaluate the relationships between the trainers and the students and the whole package of activities that they send to the college. Designing programmes and throwing them does not necessarily indicate that the objectives of the programmes are achieved. Evaluation techniques should also be considered. The government should also consider the budget of the colleges.

### **4<sup>th</sup> Respondent**

The second respondent has said all. But, I want to add two things. First of all, I don't think that our students have interest and attention to learn. This will devalue all the trainers' effort. Secondly, I don't think the government has quality controlling mechanisms. When I look at what is happening in colleges, I think that the government is not even interested to see what is happening in colleges once they throw packages of activities.

## Appendix VII

### Observation Report

#### Teacher 1(Observation 1)

Beginning time-----3:00

Course-----General English

Class Size-----35

Topic -----speaking lesson

Classroom situation-----wide classroom with moveable chairs (arm-chairs)

The teacher greeted students and gave them a series of instructions. These instructions are actually from in the textbook. Most students moved from place to place and dragged their chairs. As a result, a lot of noise was created.

After the teacher has finished briefing the instructions, he gave them 5m to do a task from the textbook in a group. Then the students began to do the task as ordered; some were in pairs, in three's, in four's and even in five's and in six's. While the students were doing the tasks, the teacher was moving in the front holding the book.

After 9 m. the teacher called for their attention and gave them another instruction for another activity. He gave them 15 m. to do the second activity in groups. After three minute, he interrupted the students and instructed them to do another activity, developing conversation, in pairs. The teacher is still in the front and the students were also doing the activity in their previous groups. Some students, being in their groups, were writing notes of other subjects.

After 6, minutes of the third activity, developing conversation, some groups began to raise their hands. The teacher went nearer and listened to the conversation they have developed. He kept on going to different groups to listen to their conversation .This made the teacher very busy for more than 10ms.

At last, the teacher called for the students' attention. He told them to listen to the presentation of one willing pair. He called upon the pairs to come to the front and present their conversation. But, the period ended before the students presentation was over. Another teacher came and knocked the door. The teacher then told the students that they will finish presenting the conversation next period and warned them that every pair should come with their conversation ready for presentation.

## Teacher 1(Observation 2)

Beginning time-----3:00

Course-----General English

Class Size-----35

Topic-----speaking lesson

Classroom situation----- wide classroom with moveable chairs (arm-chairs)

The teacher greeted the students and cleaned the blackboard. Then he briefed them what they are going to do in the period. It was more of reading activity. The teacher asked the students to be in groups of three to read silently the passage in their textbooks. He gave them 5 minutes for the reading. While the students were reading, the teacher himself was sitting in the front reading the passage and write questions on a piece of paper.

After 5 minutes, the teacher asked them to stop reading and began to ask them factual questions from the passage from the piece of paper. Some volunteer students responded. Then he told them to do activity one of the comprehension questions. He, then, began to elicit answers for the questions after four minutes of group discussion.

Then he gave them 10 minutes to do activity two of the comprehension part individually. He also told them that they have to critically read the passage to do this activity. While students were doing the task two students opened the door and simply joined students. The teacher looked at them and did not respond. After 13 minutes the teacher called the students attention and asked them to check their answers with their partners.

And lastly, while he was eliciting the answer from the whole group the door was knocked.

## Teacher 2(Observation 1)

Beginning time-----4:50

Course-----English in Use

Class Size-----40

Topic-----Adverbial clause of reason

Classroom situation----- wide classroom with moveable chairs (arm-chairs)

After greeting students, the teacher began the lesson by talking about course related issues for about 10m. The teacher then asked the students to take out their textbook. He asked where they have stopped last period (the activity that they have done last). There was a hot debate: some say activity one, others say activity two. Finally they have agreed on activity two.

Then the teacher began to ask them what an adverbial clause means randomly. This is followed by two model sentences which the teacher wrote on the blackboard. The students were asked to join these sentences. He looked for volunteers. There were no hands. Then the teacher began to give students other simple sentences using their own clothes. This time few students began to participate.

After these examples, he directly took them to the textbook exercises and did the examples given with the whole class. He copied the sentences from the book to the blackboard and asked students to join the sentences. He looked for volunteers. There were very few students who were volunteered to try out. He gave the chance to one volunteer; he tried it, but failed. Then the teacher began to give them sentences using the clothes they wore again.

They proceeded from the examples to the main exercises. The teacher read out two sentences loudly and the students tried to join them looking from the book. There were a lot of questions from the students while they were orally doing the activities.

After they finished the previous activity, the teacher asked them to proceed to the next activity. He gave them examples on the blackboard which are actually given in the textbook. He gave them 5 m. to do the activity individually. The activity is similar to the first one. After the students have finished doing it individually, there was oral discussion on the answers like the previous activity.

Then the teacher took the students to the next activity which they did orally. And lastly, before the period was over he told them to do the next activity as a home-work.

## **Teacher 2(Observation 2)**

Beginning time----- 4:50

Course----- English in Use

Class Size----- 40

Topic-----Adjectives

Classroom situation-----wide classroom with moveable chairs (arm-chairs)

He greeted the students and asked them where they have stopped last period. After some debate, the students told the teacher where they have stopped. They told him that they had homework.

The teacher ordered them to take out their exercise-books and textbooks. Then he began to read the homework questions. Then the students raised their hands and answered. In this process there were questions raise from the students opposing the conclusion the teacher has reached which caused some chaos among the students. The teacher got angry and began to explain the points again in a high tone. Every thing, then, got normal.

After 10m, the teacher introduced the day's lesson /adjectives/ and began to explain about it. He gave them examples. He wrote sentences on the blackboard and asked students to come out and underline adjectives on the blackboard. There were only some volunteer students who participated actively. The rest of the students were passive.

Then, the teacher ordered the students to be in groups and do the activities in the text. This lasted for about seven minutes. Then the teacher called on their attention and began to elicit the answers on the blackboard. He read out the each question, then the students raised their hands and when they are given chances they responded.

After this activity, they were ordered to do the next activity which is similar in its type in their groups. Most students were not writing them in their exercise-books. The teacher repeatedly visited the groups in the front.

All of a sudden the teacher stood up and began to elicit the answers for the second exercise in a similar manner. When he finished discussing the answers, he looked at his watch and told them that the time is up. He ordered the students to do the next activity in the book as homework. He told them that this is the most important part of their examination and he went out.

### **Teacher 3(Observation 1)**

Beginning time-----3:00

Course-----English in Use

Class Size-----35

Topic-----Conjunctions

Classroom situation-----wide classroom with moveable chairs (arm-chairs)

The teacher greeted the students. He asked them if they have brought their textbooks so that he could borrow one from them. But most students didn't bring. So the teacher went to the office to bring his textbook and returned after five minutes.

Then he began to revise what they have learned last period through a question and answer strategy. He was looking for volunteer students. These volunteer students have responded by reading sentences that they have done last period from their exercise books.

After seven minutes of revision the teacher asked the students to open their books on page 7 and do the activity in groups. So, students began to discuss with friends by their side: some in pairs, three's, fours and some even in six's. While the students were discussing, the teacher tried to move to the groups. But except the groups in the front, it was difficult to go to the groups in the middle. Because most students didn't bring their textbooks, there was a lot of noise created when students tried to ask their friends for extra books. The teacher didn't give time for the group activity.

In the middle, while the students were discussing, the teacher began to write sentences on the blackboard. This was followed by teacher's questions. He asked them if they need some examples on how to the activities and all the students agreed. They began to discuss on sentences given as examples. Then the students were told to resume their previous discussion.

After 25m the teacher told them that the time was up and ordered them to proceed to the next activity. After five minutes, the teacher began to write model sentence on the board for the second activity. Then he began to discuss the answer and told them to continue their discussion.

After a long discussion time, the teacher told them to stop their group discussion and began to discuss the answer with the whole class until the end of the period.

He cleaned half of the blackboard at the beginning. But, in the other part of the blackboard there was a note from the students' pedagogic period. There were late comers at the 20<sup>th</sup> and 27<sup>th</sup> minutes. They opened the door and simply joined groups they like. The teacher didn't even talk to them.

## **Teacher 3(Observation 2)**

Beginning time-----3:00

Course----- English in Use

Class Size-----35

Topic-----Conditional One

Classroom situation----- wide classroom with moveable chairs (arm-chairs)

The teacher greeted the students. He asked them if they have done their homework. All the students said 'yes'. He began to ask them questions in the form of revision. Some students were

active. These volunteer students responded. This created some discussion on the topic which lasted for about nine minutes.

Then he asked them to take out their textbooks. He introduced the day's lesson (conditional one). He began to explain when and how they can use this expression. He wrote some sentences on the blackboard so as to show them how this structure is used. He gave them the form and asked them to be in groups and prepare their own sentences using the same structure. The grouping was not uniform the teacher said nothing about the grouping. He began to move to the groups looking at what they have done.

After 5m, he called for the students' attention and asked them if all the groups have constructed at least four sentences. They all said 'yes'. Then the teacher began to ask a volunteer group to present their sentences. There were three groups. The teacher wrote their sentences and reacted to it. There were common problems observed among the students' sentences. So the teacher took this point and explained it.

Then, he asked the students to do activity nine in the textbook in their groups. He began to move to the groups. But, in the middle, the teacher realized that the time was up. So he called for the students' attention and told them to do the activity as homework. He told them that he wanted everybody to do this activity. He left the class.

## **Teacher 4 (Observation 1)**

Beginning time-----4:00

Course-----English in Use

Class Size-----35

Topic-----Conjunctions

Classroom situation-----wide classroom with moveable chairs (arm-chairs)

The teacher greeted the students. He asked them about the test they had taken two days before. All the students were complaining that the test was difficult. They spent six minutes discussing on this issues.

Then the teacher wrote the day's topic on the blackboard "conjunctions". Then he began to explain what conjunctions are, their use, their forms and examples for about 15 minutes. The students were taking notes of the discussion. Then the students were asked to be in groups to do activity 10 and 11. He didn't organize the groups. The students arrange themselves with the

2.27	The teacher revises the lesson briefly and clearly.	T1	3	8	5	2	2
		T2	4	7	5	2	2
		T3	6	8	3	1	2
		T4	4	7	5	0	4
2.28	The teacher assesses students' learning though varies tasks.	T1	3	8	4	2	3
		T2	4	8	5	2	1
		T3	4	9	6	1	0
		T4	7	6	3	1	3

## Appendix IX

### The Sum of Scores Language Educators Got for Each of the Items for the Use of Teaching Aids

3	Teaching aids		1	2	3	4	5
3.1	The teacher uses the board effectively.	T1	7	11	1	1	0
		T2	8	8	0	4	0
		T3	8	9	2	1	0
		T4	8	8	2	2	0
3.2	The teaching aids are stimulating.	T1	7	7	3	3	0
		T2	8	6	4	2	0
		T3	8	8	4	0	0
		T4	8	7	4	1	0
3.3	The teaching aids are used properly.	T1	7	10	2	1	0
		T2	9	9	1	1	0
		T3	7	11	0	2	0
		T4	8	7	4	1	0
3.4	The teaching aids are accessible.	T1	9	7	2	2	0
		T2	8	10	2	0	0
		T3	6	11	3	0	0
		T4	8	8	2	2	0
3.5	The teaching aids are relevant to the task.	T1	7	8	5	0	0
		T2	7	9	3	1	0
		T3	8	5	2	5	0
		T4	8	7	1	4	0
3.6	The teaching aids are of good quality.	T1	9	8	2	1	0
		T2	7	7	5	1	0
		T3	7	10	3	0	0
		T4	6	12	1	1	0

10.	He/She doesn't allow us to treat each other rudely or disrespectfully.	T1	10	7	3
		T2	9	8	3
		T3	11	7	2
		T4	10	7	3
11.	He/She doesn't use sarcasm and immoral actions to discipline students.	T1	10	7	3
		T2	8	9	3
		T3	12	6	2
		T4	10	7	3
12.	He/She knows our names and calls us when necessary.	T1	10	7	3
		T2	12	6	2
		T3	12	5	3
		T4	11	6	3
13.	He/She considers our feeling even when our thoughts seem immature.	T1	10	7	3
		T2	12	5	3
		T3	12	3	5
		T4	11	6	3
14.	He/She is very patient and tolerant.	T1	11	7	2
		T2	12	5	3
		T3	12	6	2
		T4	11	5	4
15.	He/She is kind	T1	12	7	1
		T2	10	9	1
		T3	13	6	1
		T4	10	6	4
16.	He/She is committed to his work.	T1	13	5	2
		T2	11	8	1
		T3	12	5	3
		T4	9	7	4
17.	He/She is creative in running his lessons.	T1	12	5	3
		T2	9	9	2
		T3	12	6	2
		T4	9	8	3
18.	He/She is a good listener.	T1	11	7	2
		T2	10	7	3
		T3	11	7	2
		T4	12	6	2

derstands our problems.	T1	13	4	3
	T2	13	4	3
	T3	13	6	1
	T4	12	5	3
g type (stimulating)	T1	11	4	5
	T2	12	5	3
	T3	12	6	2
	T4	12	6	2
s of respect like "Please, thank you, l if... etc."	T1	14	4	2
	T2	12	6	2
	T3	13	4	3
	T4	11	7	2
ific, positive feedback like "Good good attempt etc."	T1	14	4	2
	T2	14	4	2
	T3	9	8	3
	T4	12	6	2
l.	T1	13	4	3
	T2	13	4	3
	T3	11	8	1
	T4	9	7	4
ritative.	T1	10	6	4
	T2	10	7	3
	T3	9	5	6
	T4	9	7	4

## DECLARATION

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

Hailu Workayehu Kassa



Confirmation of the advisor

Dr. Hailome Bantyirga

