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DEPARTMENT OF FOREIGN LANGUAGES AND LITERATURE

GRADUATE PROGRAM

**A COMPARATIVE STUDY ON PRIMARY SCHOOL ENGLISH
LANGUAGE TEACHERS' EXPECTATIONS AND RECEIVED
TRAINING: KOMBOLCHA TOWN IN FOCUS**

BY

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College of Humanities, Language Studies and Communication

Department of Foreign Languages and Literature

Graduate Program

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**A Dissertation Submitted to The Department of Foreign Languages and
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Philosophy in English Language Teaching**

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Declaration of the candidate

I, undersigned, declare that this dissertation has not been presented for a degree in any other universities and that all sources of materials have been acknowledged.

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Abstract

The effectiveness of teacher education depends heavily on the competence of teacher educators and the learning experiences of student teachers. When trainees join teacher education institutions, they bring their expectations developed from experiences as teachers and observations as students. Meeting these expectations through training sustains competence among graduates as a program outcome. The effectiveness of a training program can then be measured by its capability to address these expectations. This study then explored the relationship between the training expectations of primary school English language teachers and the training they received. The results in this study are based on data collected from 47 English language teachers in nine primary schools located in Kombolcha town, 6 teacher educators of Dessie College of Teacher Education and the teacher training curriculum document that was in use. Data was collected using questionnaire, interviews, observations and document reviews. SPSS version 26 and NVivo version 11 are used by this correlational descriptive research to analyze the quantitative and qualitative data respectively. The Spearman's rho rank correlation was conducted to reveal the relationship between the training expectations of the teachers and the actual training that they received. The analysis of the data indicates that there is weak correlation between the participants' expectations and the training they received. Some courses and/or contents were also not expected by the teachers prior their entry to college and have less contribution to teach at primary schools. On the other hand, some relevant courses to the level were found absent in the training program. The training is also deficient of practical sessions. The trainees also did not find the teaching approaches of the trainers as they expected. Hence, more relevant courses should be added. Trainees should also be engaged in more peer-teaching and reflective practice sessions so that they can improve their competence in the language. Furthermore, language teacher training programs should consider trainees' needs. Some of the courses contribute less to helping the trainees develop the required competence to teach the subject. There are also neglected but relevant courses. The findings indicate that teacher expectations should be considered when developing training plans for English language teachers, as these expectations influence their willingness to participate in the training activities and ultimately, their effectiveness as primary school English language teachers. More effort and planning are needed to meet their practical needs.

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List of Acronyms

CTE – College of Teacher Education

ESDP – Education Strategy Development Program

ESL– English as a second Language

GEQIP– General Education Quality Improvement Program

HEI – Higher Education Institution

IST – In-service Teacher

MoE – Ministry of Education

PCK – Pedagogical Content Knowledge

PST – Pre-service Teacher

REB – Regional Education Bureaus

SLTE– Second Language Teacher Education

TE– Teacher Educator

TEI– Teacher Education Institute

TEKS– Texas Essential Knowledge and Skills Model

TESO– Teacher Education System Overhaul

TGE– Transitional Government of Ethiopia

Glossary of Terms

Adequacy: the sufficiency of the professional and linguistic knowledge (specific to teaching EFL to primary school children) that teacher trainees receive from TEIs to execute their primary English teaching duties.

Expectation: the opinion of teacher trainees regarding the certain academic conditions and circumstances that they encounter in a TEI. It is what they held at the beginning of a training. Such expectation is expected to be developed because of the teachers' teaching experiences in primary schools.

Pedagogical skills, teaching skills, and instructional skills: used interchangeably to refer to the practical teaching skills of English language teachers of primary schools.

Received training: the training that is delivered by teacher educators in a teacher education college to trainees who are going to teach English language at primary schools.

Teacher Educator and Instructor: used interchangeably to refer to the teachers who are working in the teacher education college to train primary school English language teachers.

CHAPTER ONE

INTRODUCTION

1.1 Background of the Study

The educational system of a country is a crucial agent for bringing about desired changes in the social, political, economic, and cultural lives of its citizens. The expansion of such domains is contingent on the importance placed on teacher preparation. Teachers are essential actors in the educational process, and the success of an educational system is determined by the quality of the teachers it trains. As we shift from an industry-based society to a knowledge-based society, educational institutions are producing, distributing, and applying new knowledge to realize the qualities of a nation's growth in relation to socio-economic, political, and cultural domains. This trend necessitates a curriculum for teacher training that emphasizes cognitive and social learning processes (Nation & Macalister, 2010).

Many academic institutions around the world design and launch teacher training and professional development programs. The ultimate goal of such programs is to prepare high-quality teachers who directly and significantly affect the future of a nation albeit there are various views regarding the required training criteria. Giovazoliasa et al. (2019) state that some countries adopt basic training for teachers while others provide more specialized training with specific requirements.

In either of these training modalities, language is an essential learning tool, and learning is executed using it. English, as an international language, has relished great reputation in academic, research, technology, business and official spheres in Ethiopia. Due to this status of the language, and as it is mostly learned in schools, teachers play an anticipated role in aiding their students to obtain the needed knowledge and skills. Research shows that the trends of training language teachers have significant impacts on their teaching commitment, motivation, performance and job satisfaction (Burns, 2017; Febrianis et al., 2014).

In Ethiopia, the teaching of English language has important roles because of its academic, technology and business status. However, the effectiveness of teaching the language at primary schools depends on various factors. One of these is the quality of training received by teachers. As a result, pre-service and in-service teachers should be equipped with proper training (Turan &

Akdag-Cimen, 2020). Properly designed, administered and regularly assessed teacher training programs provide effective training and cultivate dedicated and ethical teachers. As teaching is a knowledge-rich profession, such training also plays important roles in helping teachers to regularly update their knowledge and improve their practice. This, in turn, enables them to meet their teaching demands.

Currently, there are common understandings across different education systems on the nature of second/foreign language teacher education (SLTE). The knowledge domains teachers should receive include skills, knowledge about learners, learning, and the learning context. In addition, a curriculum can attain its aims when the body responsible for undertaking it acknowledges the expectations of those who are, to a large extent, directly influenced by its implementation (Richards, 2001). The latest models in SLTE indicate that student factors are part of, and interdependent with, the teaching-learning process (Day, 2008). Mansor et al. (2021) assert that teacher training should move to and be boosted with more contemporary and effective perspectives, such as intercultural, pedagogical, technological and content-related competencies. Such a dynamic and progressive nature of the instructional process has forced Ethiopia, to carry out various remarkable structural and curricular reforms. The Ministry of Education in Ethiopia has done a series of reforms to the education system, although the reforms, according to Kedir (2006), were done by adopting a prescriptive approach.

Following the political change in 1991, a new Education and Training Policy and Education Sector Strategies were introduced by the government of Ethiopia (MoE, 1994). The issuance of this policy was followed by the framing of official educational principles and promises with a series of five Education Sector Development Programs (ESDP I, ESDP II, ESDP III, ESDP IV and ESDP V) targeting four goals, like quality, access, relevance and equity. Within the framework of these programs, the Ministry developed the General Education Quality Improvement Program (GEQIP) with the overall purpose of improving the provision of quality general education throughout the country. However, the major achievement of the implementation of all these programs and frameworks is the expansion educational institutions that accommodate the student population of the country and the increased number of teachers who graduated from higher education institutions. Despite the growth in the number, the assessment of the MoE (2013, p. 20) reveals that the annual demand for new teachers is

increasing, and the outcome is not satisfactory in terms of quality. This problem forced the MoE to devise another mechanism called Teacher Education System Overhaul (TESO), which was primarily designed to focus on primary education, in 2002. TESO traced every aspect of the system by introducing significant structural changes and promising to bring a ‘paradigm shift’ in the Ethiopian educational system. One of the ultimate goals of these changes targeted enhancing the practical skills of teacher trainees of the country (MoE, 2009). As part of the reformation, the primary teacher training curricula have been revised to align with the school English curricula that the teachers are prepared to teach so that it fills gaps related to content and pedagogical knowledge of teachers. The new education and training policy also acknowledged the need for competent teachers to move toward the national quality educational objectives. For instance, the Education Sector Development Program (ESDP VI) has placed in-service training of teachers through continuous professional development is a priority agenda.

Most of these changes include reforming the ways in which teacher trainees are recruited and selected, the contents to be taught, the modalities of implementation, and the institutional conditions that impede or facilitate the teaching-learning process (MoE, 2013). The reformations have also focused on adding contents, increasing access for marginalized children, and reducing attrition. In addition, providing textbooks and augmenting financing for education are among the strategies pursued to address the decline in quality of education. Despite all these revisions and reformations, the Ministry of Education has identified that there is still a significant gap in attaining the educational goals. Such problems arise because decisions regarding education are made without considering the needs of the teachers and the schools that are directly influenced by the new decision (Nasir & Kedir, 2011).

English language teacher training in Ethiopia has evolved significantly over the years, influenced by various educational policies, international partnerships, and the socio-linguistic landscape of the country. Historically, English has been a critical language in Ethiopia’s education system, especially since the mid-20th century when Emperor Hailesilassie’s regime promoted English as a medium of instruction. This shift was part of a broader effort to modernize the education system and align it with international standards. However, the implementation faced challenges due to political and linguistic diversity within the country, leading to a complex relationship between local languages and English in educational settings. Studies conducted by Workneh and

Tasew (2013) and Egne (2020) on Ethiopian teacher training reveal multiple challenges regarding the curriculum's alignment with multicultural and practical needs. Programs like Strengthening Teachers' English Proficiency (STEP), Continuous Professional Development (CPD) and phonics training were implemented as initiatives to enhance teachers' English proficiency and teaching methodologies.

The education system of the country operates under a bilingual framework where mother-tongue instruction is emphasized in primary education, transitioning to English as the medium of instruction in secondary and higher education though there are some primary schools where English is used as a medium of instruction starting from grade 5. This approach assumes that proficiency in local languages enhances cognitive development and makes the transition to English more effective for students (Vujcich, 2013). The programs, such as STEP, utilize a self-managed learning model, allowing teachers to engage with materials at their own pace. This flexibility was assumed to accommodate the busy schedules of teachers and promote autonomy in professional development. STEP claimed that peer mentoring is a common practice, where experienced teachers guide less experienced ones. The STEP program exemplifies a shift towards more accessible and adaptive training methods tailored to teachers' needs. The assumptions and working traditions of English language teacher education programs in Ethiopia reflect a blend of historical influences, contemporary educational theories, and practical strategies aimed at enhancing English language teaching. By focusing on bilingual education, active learning (TESO), tailoring training methods to teachers' needs (STEP), peer support, phonics training and continuous development, these programs strive to improve both teacher proficiency and student outcomes in English literacy.

Various educational theories and practices support the importance of aligning teacher training programs with the expectations and needs of trainee teachers. When teacher education programs consider the expectations of trainees, they are more likely to engage and motivate them (Richards & Lokhart, 2010). Research also implies that courses failing to meet learner needs often result in poor outcomes (Alhamami & Costello, 2019). These researchers explored the attitude of pre-service EFL teachers towards additional training, and they identified that the participants have high expectation additional trainings to enhance their performance. It implies that English language teacher education schemes should indeed be based on trainee-teacher

expectations to maximize engagement, improve learning outcomes, facilitate adaptation to new technologies and foster supportive learning environment.

Though various needs assessments have been conducted before each of the reformations carried out by the MoE (Kedir, 2006; Workneh & Tasew, 2013), the top-down nature of generation and dissemination of policy discourse implies that such assessments are done for formalistic purpose. In other words, the task is centrally controlled and conducted without collecting sufficient data from the concerned parts of the society by professionals. A recent study by Gebretsadik et al. (2023) reflects on the historical and systemic challenges within Ethiopian teacher education, including the lack of a needs assessment for curricular changes and inadequate support for primary education programs. This oversight underscores the need for a well-structured teacher education system that takes into account both local educational needs and broader, evidence-based pedagogical standards. Besides this, Assefa et al. (2021) state that most of the people who are involved in the designing, revising and altering processes of the education programs are politically influenced and attuned the reformations in accordance with the interest of the government. That is why the attainment of the educational goals of all the transformations is minimal. As a result, I believe that studying whether the trainings are considerate of the expectations of the trainees is necessary.

As every family has a vested concern about the way their children are nurtured and the qualifications and quality of teachers, the influence of teachers on student achievement and the commitment of institutions to prepare future teachers have attracted conversations within society. In a related vein, Abraham et al. (2022) discuss that English language teachers mainly need to improving their own English language proficiency so that they can use it more fluently and confidently to teach pupils in the classroom. Therefore, the training expectations of trainee teachers and their reflections on the training that they received should be investigated.

1.2 Statement of the Problem

Teachers, who are the backbone of quality education, are expected to prove their competence in enhancing the indispensable skills and positive views of their students towards the discipline they are studying. In Ethiopia, however, as Animaw (2011) hinted, the factors that negatively affect the quality of English language education are related to the teacher training system.

Though most college graduates are rich in theoretical knowledge, the foreign language teacher training program is expected to integrate its theoretical component with others, such as supportive knowledge, pedagogy and practical knowledge. If poorly prepared teachers are involved in teaching English language at primary school levels, the problem will be more serious. Therefore, I am concerned about exploring the trainee teachers' reflections on the training they have received and whether their training expectations are addressed by the training. In light of this, assessing the strengths and weaknesses of the training program in the eyes of the trainees is necessary to determine its appropriateness.

Since the world is experiencing change, changing the way teachers are trained is necessary. As a result, the Ministry of Education has conducted a number of reforms on the education system of the country. However, the findings of many researchers, such as Abraham et al. (2022), Dawit (2023), Dereje (2012) and Yin (2019) indicate that teacher education colleges are performing an average job and are not keeping up with the demanded knowledge, skills and attitudes of the 21st-century teachers. Teacher educators and colleges provide services based on the expectations of the government and institutions, not those of the trainees. Furthermore, the number of related local studies is few. The foreign literature available on the shelf reveals that most of the studies granted attention to the background and competence of teacher trainees, content of teacher training programs, political influences on teacher educations, policies and curricula. As far as my knowledge is concerned, it is rare to find a study devoted to investigating the training expectations of the English language teacher trainees and its relation with the actual training that they have received.

In relation to international context, one of the studies was conducted by Mohanty (2014). This survey study emphasized the impact of in-service teacher training on teachers' teaching practice. He compared the practices of trained and untrained elementary school teachers. Besides, his study followed a multi-stage and incidental sampling techniques. The finding indicates that in-service training has significant positive impact, favoring trained teachers. The results highlight that trained teachers were found effective in introducing lessons, presenting lessons in the classroom, illustrating and demonstrating lessons and realizing student participation in their classrooms as compared to non-trained teachers.

Wulyani's (2017) dissertation also focused on English language teacher education in Malaysia. It specifically raised the issue of institutional and individual perspectives regarding professional development for English language teachers using a sequential explanatory strategy. The results of the data collected from 68 English language teachers indicates that the teachers' length of service correlated negatively with their proficiency in writing, reading and vocabulary knowledge. The researcher justifies that this was "due to insufficient access to English language input, paucity of engagement in activities using English as a primary means of communication, and absence of English from the EFL classroom" (p. 78). With regard to the institutional level, needs analysis and environmental analysis were not conducted in designing the teacher education programs.

Another study conducted by Hassel and Ridout (2018) emphasized on 77 first-year students and 20 lecturers' expectations of university education. This exploratory study utilized questionnaires to collect data from the participants. The results indicate that the students have both realistic expectations such as taking responsibility for self-learning and unrealistic expectations such as similarity between teaching at university and school. On the other hand, the lecturers expected the students to modify their views of learning at university and adapt their own teaching approach according to year of study. The researchers added that less experienced lecturers reported more negative expectations of student engagement than did experienced teachers.

Rao's (2019) study was devoted to investigating the impact of English language teacher training on learners' learning. The researcher utilized a qualitative approach to collect data from randomly selected participants and analyzed it by comparing the interpretations of the responses of the participants. The researcher found out that almost all of the participants showed considerable development in their attitude towards their contribution to the learning of their students. This was revealed through their motivation to assist the students, differentiating their instruction, and collaborating with their colleagues on the issues of L2 learning.

Assadi et al. (2019) also conducted research in Israel on the effects of newly introduced teacher training model on trainee teachers' professional development. They considered 60 teacher trainees recruited from English, Arabic, mathematics and science departments. The findings indicated an improvement in the attitudes of participants towards the program in terms of

reflection, approaches to teaching and learning, and the integration of pre-service teachers into co-teaching.

The descriptive study conducted by Absolor (2021) focused on the academic competence of English language pre-service teachers of the Philippines. The researcher collected data using a test from the student teachers of Ilocos Sur Polytechnique College. The study then correlated the results of the test and found that the participants' subject matter knowledge and teaching approaches were fairly adequate. The study also revealed that there is a significant relationship between their place of residence and their instructional material preparation.

Cuane (2022) also focused on examining the implementation of the curriculum changes in preparing English language teachers for primary schools in Mozambique. This qualitative study employed interviews and document analysis to collect data from the participants. The results indicate that the implementation of the change of the curriculum has not been effecting due to the flaws in the policy formulation and the lack of clear guideline. Hence, the implementation of the changes indicated in the policy and guidelines is not effective.

In addition to these studies around the globe, there are other local research studies. In this regard, Dereje (2012) conducted mixed research with the purpose of looking into the gaps that the primary EFL teaching program experienced. His study highly relied on the analysis of the documents surrounding the teacher education program and English language textbooks for the first cycle primary school. He then concluded that “the inadequate and inappropriate curriculum policy the Ministry has enacted for teacher training seems to take the major responsibility for primary students' weak mastery of English” (p. v).

The descriptive study of Wondifraw et al. (2018) emphasized pre-service teachers' entry characteristics and their preference of teaching approach when joining teacher education programs. The results of the questionnaire distributed among 293 pre-service teachers revealed that the pre-service teachers joined the program with a 'behaviorist' orientation. The researchers then claimed that this orientation is not in harmony with the reforms in the teacher education program.

Dawit (2008) also conducted a qualitative study on the thinking of prospective and in-service teachers regarding the teaching and learning of different subjects. The prospective teachers were

recruited from Bahir Dar University while the in-service teachers were selected from different secondary schools where they were teaching different subjects, including English language. His study utilized an open-ended questionnaire to gather data and made a comparison between the metaphors of the prospective and in-service teachers. The researcher also claims that changing teachers' metaphors helps to change their teaching and practice. His findings show that "pre-service and in-service teachers view teaching as a mechanical process of dealing with fixed knowledge" (p. 66). His conclusion implies that though several changes were made to teacher education in Ethiopia, this effort does not seem adequate to bring the desired changes, and he suggested further investigation.

Mulugeta (2009) surveyed the beliefs of EFL teachers regarding the new teacher education operations and practices in light of the constructivist paradigm. The study collected data from the student teachers and instructors of six universities and mentor teachers. His findings indicate that the teacher education programs lack activities, such as reflective dialogue, portfolios and action research seminars to promote the student teachers' reflective habits. He also states that contextual and conceptual factors affected the proper execution of the new teacher education program.

Another significant finding presented was in the study conducted by Dereje (2014). This qualitative study focused on the teacher training curriculum for first-cycle primary schools and the students' textbook for this grade level. The results show that though the West and their international agents are providing billions of dollars, the problem of education, especially the poor proficiency level of English language teachers, has not yet improved. A similar finding is also reported by Dereje (2012, p. v).

Temesgen (2017) carried out a case study on the impact of the pre-service teacher education program on the trainees' post-training teaching practices. He collected the data from pre-service ELT students of Hawassa College of Teacher Education and discovered that the trainees showed poor teaching of English language due their insufficient understanding of the profession they are in. His findings, for example, indicate that "the primary school ELT trainee teachers did not have sufficient understanding of the ELT methods offered during their training which led to poor practice...." (p. v).

In a more appealing sense, a survey conducted by Mebratu et al. (2017) collected data from 20 primary school and 20 secondary school teachers, and 10 principals using questionnaire and interviews. The results reveal that the English language teachers in the then Sidama Zone exhibited poor performance even after taking additional training. The study also indicated that the students' poor command of the language is related to the teachers' competence in the language. Hence, teachers' role to shape the students' competence of the language is detrimental.

Dawit et al. (2018) also assessed the challenges faced by teachers of secondary schools in Arbaminch town. In this descriptive survey, the researchers collected data using questionnaire, interview and document analysis, and found that the teachers who were involved in CPD program were being challenged by their attitude towards the program, inadequacy of support, low competence of trainers and absence of systematic follow up. As a result, the participating teachers' performance was insufficient. This indicates that the next study should consider the factors that contributed to the exhibited attitude of the teachers towards the training program, limited support provided, and trainers' competence. Hence, my study considered whether the consideration of trainees' needs to design a training program improves the trainees' attitude towards it.

The study of Teklu et al. (2019) emphasized the teacher training system seeking an opportunity for revitalization. This quantitative study was conducted targeting three clusters of South West Ethiopia by collecting data using a questionnaire that focused on the social status of the teaching profession, modalities of teacher education, program structure of teacher education, CPD and partnership between teacher education and school. These researchers found that the teacher profession has low social status, and the teacher education is not tailored based on the competence of the teachers, which is below the standard. However, they did not investigate whether the problem is rooted in teacher preparation in colleges.

Another study conducted in relation to teacher education is Hailom's (1993) dissertation. This particular study emphasized the preparation of Addis Ababa University pre-service teacher trainees in light of a learning-centered approach. The study indicated that the teachers exhibited a lack of practical teaching skills and a lack of shared perceptions to facilitate professional growth

and development. These problems experienced by English language teachers emanated from the ways they are prepared in the university.

In all of the aforementioned studies, the findings indicate that quality education at primary school levels is deteriorating seriously. As a result, I suspect that the weakness in training teachers can be one of the reasons. I also found that the training expectations of in-service English language teachers and their reflections regarding the training they have received have not been investigated.

Furthermore, Wulyan's (2017) suggestions imply that future researchers may investigate the relationship between teacher trainees' needs and their preparation at universities. In addition, Dawit (2008) hinted that the efforts of the reformations and changes taken by the Ministry of Education on the classroom practices require investigation (p. 67). Eret (2013) also suggested that another research can be conducted on the training needs and related issues of teachers (pp. 162). These suggestions, therefore, triggered my interest to conduct this study. Furthermore, the complaints from teacher educators indicated to me that the issue needs investigation. In addition to the complaints of teacher educators and the suggestions of the above researchers, my teaching experiences in the in-service teachers' efforts to upgrade in the summer program helped me to come across the issue.

Therefore, this study incorporated both the training expectations of in-service teachers and their views regarding the actual training that they have received. The relationship between these issues also remained unexplored. These two issues are targeted because exploring only the views is insufficient for understanding the complete image of teacher training. In addition, the success or failure of a reform depends on how much it addresses the trainees' needs and expectations and how much it is congruent with the in-service teachers' expectations/needs. For instance, a study on Ethiopia's Teacher Education System Overhaul (TESO) highlighted that while the reform aimed to modernize teacher education, it faced challenges due to a disconnect between its objectives and the realities of teachers' needs in practice, suggesting that reforms must be grounded in the live experiences and expectations of educators to be effective (Kedir, 2007). In addition, the Asian Development Bank's findings suggest that aligning training with teachers' competencies and career progression leads to higher engagement and effectiveness in teaching (Sarvi & Tulivuori 2022). The working paper of OECD (2020) declares that successful reforms

require being relevant to teachers' experiences and expectations, thereby increasing their likelihood of success. A model employed by Singapore's National Institute of Education has proven effective in preparing trainee teachers for practical teaching demands by aligning training content with their expectations (Zhang, 2004). Hence, I identified this gap and my finding is expected to fill it.

Since the in-service teacher trainees teach pupil who are at their early years in the process of constructing their academic identity and interacting with a variety of settings and experiences, commenting on how these individuals are being trained has a significant impact on the program and the trainees' career. This agenda is reiterated by Alemu (2009, p. 122), who writes that "Teachers ... have subjective needs which influence their behaviors in classrooms." These needs include job satisfaction and commitment.

Most importantly, teachers at lower levels are responsible more than anyone else for their students as it is the level where the students' future should be laid well on strong academic ground. If this foundation is laid haphazardly, then the negative impact on the future of the nation becomes severe. Therefore, throwing light on the problems that are being experienced by teacher training programs for primary schools makes sense. It is also appealing to investigate the relationship between the trainees' training expectations and the actual training that they receive in the TEIs. Studying teachers' expectations allows for the development of targeted professional development programs through enhancing teaching practice and boost teacher morale, ultimately benefiting students. It also helps policy makers and administrators to gain better understanding the resources and support system needed to create an effective and fulfilling teaching environment. This can lead to data-driven and informed decisions.

The purpose of this study was, therefore, to address whether there is a statistically significant relationship between the training expectations of the primary school English language teachers and the training that they have received. Therefore, this study answered the following research questions.

1.3 Research Questions

This study addressed the following research questions:

1. How effective is the training program designed for primary school English language teachers?
2. What did the trainees expect from the teacher training program in terms of the subject matter competence and pedagogical skills they need to teach at primary schools?
3. How adequate/inadequate was the training the teachers received from teacher training colleges?
4. Is there a statistically significant relationship between the trainees' training expectations and the training that they have received?

1.4 Objectives of the Study

1.4.1 General Objective

The aim of this research was to investigate relationship between the training expectations of the primary school English language teachers found in Kombolcha Regiopolitan City Administration and their outlook towards the actual training that they received from TEIs found in Amhara region.

1.4.2 Specific Objectives

More specifically, this study intended to achieve the following objectives:

1. To examine the strengths and weaknesses of the training program designed for primary school English language teachers.
2. To identify the training expectations of in-service primary school English language teachers.
3. To determine the extent if primary school English language teachers received adequate training that met their expectations.
4. To determine the relationship between the expected and actual training for primary school English language teachers.

1.5 Scope of the Study

The area of teacher training is too broad to be dealt with in one study. This study, then, focused on primary school English language teacher education program offered by teacher education colleges in Amhara region. Particularly, it is concerned with investigating the training expectations of in-service primary school English language teachers in Kombolcha and their reflection on the training they have received. The scope is delimited to the training of primary school English language teachers in Amhara Regional State who are enrolled in the diploma program of the linear modality; it did not cover other regions' practices.

As a correlational study, this research focuses on discovering the relationship between the expectations of the teachers and the training they have received. However, the study did not consider the causal relationship between these variables since it is a correlational research. Analyzing the teachers' competence and proficiency, though crucial, is also outside the scope of this study.

Furthermore, providing ready-made solutions for the effectiveness of teaching English is not this study's intention other than generating some insights. It aimed to provide valuable insights and ideas that can help the concerned bodies understand the issue better. The study encourages them think critically about the issue and develop customized solutions.

1.6 Significance of the Study

Assessing the training expectations of primary school English language teachers is crucial for reflecting on the strengths and weaknesses of the training program and gaining insight for further improvement. As a scientific study, the outcome of this study is expected to contribute the following.

Carrying out such kind of study helps to discover the English language teachers' perspectives to the concerned bodies, such as the Ministry of Education. In other words, discovering the teachers' training expectations and views about the training trends helps the Ministry to get insight whether or not they have got adequate and appropriate preparation to teach at primary schools. This is particularly an important point, as the country has recently practicing another major top-down educational restructuring. Since examining the relationship between the training

expectations of the teachers and the actual training that they received will have a significant implication to the current teacher training programs, the finding of this study is expected to be useful to program and policy designers, and curriculum implementers to make prudent and informed decisions of priorities relating to policies and practices of primary teacher education in Ethiopia.

The value system of the teaching profession can be revitalized in a long run if trainees are given the opportunity to reflect on the training they expect and the actual training they are passing through. The contribution of this can also attract competent candidates to join the profession.

Through an exploration of the available evidence on this topic, it is hoped that insights can be developed which might help teacher training institutes to improve their training programs and teacher outcomes to primary school level.

The identified strong correlation between these aspects can be taken as an indication that the program meets the professional learning needs of the target teacher population and thus endorses teacher satisfaction, and a weak correlation can be taken as an indication of disillusionment with the way the program meets the specific learning needs of teachers. The extent to which a program meets teacher expectations is believed to be a strong indication of the sustainability of program outcomes in practice.

In addition, this study may have an important implication for the bachelor degree programs in teacher education. By examining the gap between expectations and reality, researchers can also refine existing models of professional learning and identify areas for improvement.

Understanding how teachers' expectations impact their motivation and engagement in training can contribute to theories of adult learning and motivation. The findings show that meeting teachers' needs and expectations leads to increased motivation and likelihood of implementing learned strategies. This research can also contribute to constructivist theories in education by demonstrating how teachers construct knowledge based on their experiences and expectations from training.

Besides this, the outcome of this study may hint areas of study for future researchers. The areas may include the role of contextual factors in shaping expectations and participation of training.

Additionally, longitudinal studies can be conducted on the impact of aligning training with teacher expectations on student outcomes.

1.7 Limitations of the Study

This study is expected to offer many useful insights regarding English language teacher training and its program. However, like with other scientific studies, this study is not free of any kind of challenges. The limitations of the present study are, then, those common to most research.

Classroom observations were not supported by video recordings due to the discomfort of the teachers. Therefore, I had to rely on the agility of my own audio-recordings and personal notes to capture the teaching and learning condition of the primary school classrooms. The study is entirely dependent on the information drawn from teachers, who could not be coerced into providing such information. Although it was technically possible to have access to classrooms through administrative channels, this was not preferred because the full consent of the teachers was felt to be the best option to get the data. For this reason, the first step taken was to find teachers who would fully agree to allow me to go into their classes and record their lessons.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.1 Introduction

This chapter of the dissertation presents the reviewed related literature. It included the essence of teacher education, English language teacher education programs, English language teacher education programs for primary schools, teacher education in the Ethiopian as well as global context, knowledge base of English language teachers, models of second language teacher education and theoretical framework of the study.

2.2 Teacher Education

Though the concept of teacher education is comprehensive and dynamic, its definition is made considering its three phases – Pre-service, Induction and In-service. The definition also includes the policies and procedures designed to endow and empower student teachers with the knowledge – both content and pedagogical – attitudes and interpersonal skills they need to carry out their professional tasks successfully.

A teacher training program is a program designed to equip future or in-service teachers with skills and the necessary knowledge or attitude to enable them carry out their responsibilities to the required standard at schools (Adika & Mung'ala, 2018, p. 136). It is a program related to the improvement of the teachers' proficiency and competences which enable them to face the challenges therein. Training teachers is developmental, progressive and dynamic as it abreast the needs of the society. As a process, the crux of teacher education lies in its curriculum, organization and transaction modes. The curriculum encompasses a knowledge base with meaningfully obtainable theoretical understanding in several related disciplines, but gestalt 'emerging from the conceptual blending,' and experience-oriented curriculum. In teacher education, knowledge base is sufficiently specialized and diversified athwart stages.

Teacher education programs which highlight the studying of theories in education and under-rate classroom practice inhibit the trainees from acquiring new ways of thinking and new skills. Hence, the curriculum should be more practice-oriented and competency-based in order for the teachers function effectively in the classroom (Biesta et al., 2015). Brown et al., (2014),

however, claim that the emphasis should be on the value of subject area knowledge to augment instruction and an in-depth study of the subjects. Such dilemma should be resolved to improve teaching and learning, since both influence successful teaching performance. The amalgamation of these skills (subject area, teaching and pedagogy) serves to create the right knowledge, attitude and skills in teachers (ibid).

2.2.1 Global Discourse on Teacher Education

Since we are living in a changing society that requires changing characteristics, contemporary ideas, standards and skills, the teacher education programs should be situated in contemporary perspectives for the betterment of teacher education.

Primarily, the National Council for Accreditation of Teacher Education (NCATE), founded in 1954 in the USA puts forwards: “Education reform must include the reform of teacher preparation.... Reaching the ... education goals require high standards for the teaching force [of the 21st C]” (Eret, 2013, p. 32). Based on this notion, the council has developed the standards for the teacher preparation institutions to lead the teacher education programs, courses, and trainees' success. The standards evolve around the content knowledge, skills, and professional dispositions; assessment and evaluation; field experiences; diversity; faculty qualifications, performance, and development; and resources.

Globally, it is believed that trainee teachers should possess a strong and in-depth content and pedagogical knowledge, teaching and interpersonal skills, and experience (Mahadevan & Indraj, 2023; Eret, 2013). These are mainly related to both professional and personal development of the teacher as a whole, and they are set to meet the needs of the century.

Adika and Mung'ala (2018) also state that emphasis should be given to enhance the quality of in-service teacher education and training. It proposes for concrete measures relevant to teacher education reform. As a summary of the paper, it is discussed that the societies are facing the challenges of change in many facets of life which requires improvement in the education sector. Most of the changes and developments proposed in the document are affecting all nations, including Ethiopia. As a result, many nations are concerned to reach the highest performing knowledge-driven economy by revealing potentials of all students with an emphasis on preparing well-qualified and multidisciplinary professionals.

Similarly, European Trade Union Committee for Education (ETUCE, 2008) designed a policy paper on “Teacher Education in Europe” focusing on the high-quality teacher education for high quality education. One of the key propositions in the report is read as:

The demands that teachers face today in terms of in-depth subject knowledge, advanced pedagogical skills, reflective practice and ability to adapt teaching to the needs of each individual as well as to the needs of the group of learners as a whole, require that teachers are highly educated and equipped with the ability to integrate knowledge and handle complexity.... (p. 8)

These all accentuate the need for improving teacher competence through strengthening teachers’ content knowledge and reflective practices, qualification, admission criteria, and accrediting teacher education programs. There is also a global view of establishing collaboration among teacher education institutions and practice schools as well as closing the gap between theory and practice.

The OECD (2020) also assessed and discussed the present conditions of teachers in different countries in relation with candidate selection, training period, and requirements for entering teaching profession. As a result, it reported the preparation of teachers to teach in 21st century which requires inquiry-based instruction, the skills of handling diversified classrooms, reflective teaching practices, incorporating assessment into teaching, collaborative learning, and using eclectic methods. Then, these changes are claimed to have certain implications for the teacher competencies and preparation.

Apparently, it is truism to say that the aforementioned issues are concerned with changes to enhance the quality of teacher education, and indicate that there is a global strive for keeping up with the changes.

2.2.2 The Challenges of Teacher Education

The 21st century has become an era of knowledge-base society, and knowledge has become more abundant and easier than ever to be reached because of technological advancements. Teachers who are serving in this century are also required to be role models to their students in terms of the 21st century knowledge, skills and morals (Güneş, 2023). Therefore, the need for teachers

who can manage knowledge, arrive at a new synthesis, turn it into actions, and present it to students in a different way is increasing.

Another subject being debated recently in relation with the process of teacher training is the “quality-quantity” dilemma (Baskan & Ayda, 2018, p. 27). In many parts of the world, more emphasis is given to increasing the number of teacher graduates than their quality. Keeping the quality of the training and trainee teachers has become challenging because it demands the step-by-step implementation of teacher training program. Within these steps, the candidates should be trained in a qualified way by competent TEs.

Studies also revealed that there are other problems in the training of teachers, such as insufficiency of schools of practice and feeble cooperation between teacher training institutions and schools of practice (Beauchamp, 2015) and insufficiency of follow up from mentors and supervisors. The TEs' quality to mentor trainees and the insufficient impact of teacher education courses are also other challenges that teacher education encounters (Beauchamp, 2015; Dawit, 2023).

All these problems might prove that there is a need for reconstructive attempt based on a comprehensive scientific inquiry to prepare effective teacher candidates in terms of the required teaching skills and needs.

2.2.3 Language Teacher Education

Teacher training provides the first step in the professional development of teachers. Further maturity is achieved through practice and experiences which enhance their subject and pedagogical knowledge and skills, and develop teaching strategies and awareness of how learners learn (Karim et al., 2017; Shohel & Banks, 2012). In the teacher education, the trainees are exposed to some educational philosophy and sociology aspects of the teaching profession in addition to the subject and pedagogical knowledge. The subject knowledge helps teachers to form the basis for quality practice, and the pedagogical knowledge influences their attitudes and beliefs towards the implementation of a variety of instructional models and strategies. Hence, the profession requires teachers to integrate their pedagogical knowledge with their subject knowledge which is realized through teaching practice. In this regard, Vattøy (2020) articulated that creating genuine college-school partnership helps the prospective teachers to learn in the real

context. The partnership has a benefit of realizing nexus between the objectives of teacher education programs with the objectives of professional development of teachers.

2.2.3.1 Training expectations of teachers

Expectation is the opinion of an individual about certain conditions and circumstances or what is expected from him/her. According to the theory of 'self-fulfilling prophecy', the concept of expectation has various functions such as motivation for acquiring the desired reward at the end of a process, a criterion for assessing the resulting product, and a cognitive process in the structure formed by people between the appropriate behavior and the resulting benefit (Zhang & Martinovic, 2009). The expectation concept is one of the basic determiners of individuals' perception of success within the framework of this theory (Mamo, 2022).

Trainees enter education programs with pre-determined set of perceptions and expectations about what it takes to be an effective teacher (Delamarter, 2015; Makamure, 2020) that emanated from their teaching experiences or observations as students. Most of the expectations of teachers towards their training come from practice in the field or classrooms. Attending teacher education program with such previous experiences of teaching can have a detrimental effect on teachers. Therefore, it is the responsibility of teacher training programs and trainers to renovate trainee teachers into professionally trained teachers by transforming their conceptions of education, and developing particular skills and competencies. Unless these pre-existing beliefs are met, they will have effect on the attempts to change teaching styles. According to Kagoda and Sentongo (2015), most trainees view teaching from the way they interpret events and then perform according to how they comprehend it. This is due to the lenses of their beliefs and expectations. The tendency of viewing teaching knowledge this way implies that the expectations that teacher trainees bring to the classroom regarding English language teaching, in particular, influences their practice of teaching. As the academic and personal transformations of children at school are needed, TEs' roles in shaping the trainees' future profession, identities, and practices are crucial.

Besides the courses learnt, teaching practices can offer an opportunity for student teachers to acquire more apposite conceptions of teaching profession. In his/her statements, Cuane (2022) contends that the integration between the theoretical and practical aspects of the training helps trainee teachers to deliver effective lessons to their pupils. Therefore, the course works of the

training program should be grounded on the realities of the working environment instead of keeping them aside. In this regard, most constructivists agree that training situations preferably have to resemble real-life or authentic situation (Aljohani, 2017). A way to accomplish this is engaging the trainees in a situation that challenges their problem solving and critical thinking skills.

Sag (2014) states that the studies related to determining the expectations of university students about education services and detecting the level at which their expectations are met are used as means of improving quality. This scholar also stated that the quality of a services produced by higher education can be controlled via student expectations that are sensitive to time, experience, and encountered practices. Hence, expectations can be used to measure the developments in trainee outputs.

2.2.3.2 The scope of language teacher education

Language teacher education is framed using the dimensions of content, process and outcome. These dimensions sketch what is included or excluded from the scope of the language teacher education, and illustrate how those boundaries have shifted over time (Burns & Richards 2009). The teaching and learning process then involves common understandings of such a precise scope. These understandings are often about the content, about how that content is learnt by the learners, and what learners are expected to know and be able to do as an outcome of the teaching.

From its birth to the present, SLTE has passed through different gyres (ibid). Until 1980s, the focus of the training was on developing the content/subject matter knowledge and skills of the trainees, while teacher development was added to the training in the 1980s. Prior to the 1990s, the scope of language teacher education disregarded person-centered issues, such as how student teachers would learn until the work of Burns and Richards (2009) watershed in transforming the scope of SLTE by including active learning, program designs, and conceptual arguments, and focusing on teaching practices. The transformation of the scope used to define SLTE as an activity in its own right, and context was understood as a basis for learning (ibid). In such definition, however, second language was taken to refer to English.

The 1990s were characterized by the addition of conceptual arguments and producing elites to SLTE. The teacher education programs of the year 2000 and onwards came with the issues of teacher identity, socialization and socio-cultural contexts to the SLTE (ibid). This expansion of the scope of SLTE has been based on key dimensions known as substance, engagement, and influence/outcome (Freeman in Burns & Richards, 2009). The substance ranges from defining content as knowledge and skills to inspecting SLTE as a process of learning which include a new socio-professional identity of teachers, whereas the engagement dimension shows how trainees interact with content which runs from imitation to participation. The traditional SLTE designs, which ranges from lectures to micro-teaching, focuses on the teacher-learner generating replicable knowledge and behaviors. However, learning is the outcome of doing. Trainees involve in teaching practice to develop their profession where SLTE is fully surrounded by social contexts of the classroom encouraging participation (ibid). The outcome aspect of the scope of SLTE aims at developing professional identity through social participation, and learning is assisted by mentoring or team-teaching. The activities in this dimension offer social and scholarly scaffolds targeting skillful professional participation.

2.2.3.3 Language awareness of English language teachers

A teacher is an instrumental figure in a teaching and learning process because learners' success is highly determined by the quality and effectiveness of the teacher. In order to yield successful teachers, then, the preparation program plays a tremendous role. However, Yuksel and Saglam (2018) state that the past few decades were the years of constant debate concerning the linguistic competence, knowledge and skills required to be an effective teacher. The most important prerequisite for successful language teaching is the teachers' competence in the target language (Livingston & Flores, 2017; Wulyani, 2017). Hence, English language teacher education programs should take a considerable attention regarding the language needs of prospective teachers during both course work and the teaching practice. Though students spend more than a decade in schools learning English language alongside the other subjects, overwhelmingly majority of secondary school graduates observed crippling whenever they attempt to communicate in English (Temesgen, 2017). Such problem has often been ascribed to the plummet of qualified and proficient teachers, particularly at the elementary stage, which is – by and large – the most crucial stage of learning (Animaw, 2011; Temesgen, 2017).

The primary school English language teachers have greater responsibility to lay the linguistic foundation of their students. Hence, the teachers need training that focus on competence through “educative mentoring” (Freeman, 2017; Tindowen et al., 2019) which encourages trainees to learn from practice and go beyond offering technical advice or emotional support.

2.2.3.4 Components of English language teacher education program

Teacher education is concerned with the quality of teacher educators, well-preparedness of student teachers, the selection and organization of training content and the design and implementation of effective teaching strategies. The effective utilization of quality pedagogical inputs is largely dependent upon the teacher educators’ professional competence and qualities. In addition to the teacher educators, trainee teachers should be provided with appropriate inputs that enable them to integrate their knowledge with the teaching context. This in turn enables the trainee teachers synchronize and translate academic knowledge into practice (Woodcock et al., 2023). Such integration enhances trainees’ intellectual and professional maturity.

Like any other specialization, the field of language education requires a thorough arrangement of knowledge. However, the required dose and kind of training arrange and endorse the knowledge in the field of language teaching requires right answer because it became common to see that the teacher training approaches differ from institution to institution. Research exploring pre-service teacher education suggests that teacher education programs should include components such as spoken language practice, lesson planning strategies classroom management practices, assessment & evaluation, and methodologies (Nevarez et al., 2019; Tindowen et al., 2019). In terms of in-service training, approaches should add and focus on helping teachers realize their responsibilities such as meeting educational standards set by policy documents; focus on training activities designed to support targeted solutions for challenges faced within context specific settings (Muluaem et al., 2023).

Competence of teachers, which result an effective teaching, is an expertise to achieve academic outcome at a higher degree of quality, and it includes knowledge, skills, attitudes and personal characteristics that empower them to act professionally in an academic and non-academic situation. Though effective teaching does not have simple recipe due to its complexity, teachers engage in various courses because complex but interrelated issues make effective teaching. In

addition to the knowledge, skills and attitudes, teachers need creativity, communication, critical thinking for problem solving and collaboration. Hence, the competence of teachers should help them enable to function in the century and includes subject matter competence, professional competence, attitudinal change and interpersonal competence.

(a) Content (subject-matter) knowledge

It is ideally accepted that teacher training is expected to focus on enhancing their already acquired proficiency level through language improvement courses, developing their English language teaching skills and related issues. In order to enhance effective teaching at the elementary level, teachers should have the appropriate knowledge of the subject matter (Sheridan, 2011). Since most English language teachers around the world are not native speakers of the language, most of them are reliant on teaching resources (e.g. textbooks) and less likely to improvise teaching. Therefore, teacher education programs should consider the amount of language that trainee teachers need to know and teach it effectively. Therefore, any language teacher education program should include both linguistic competence and communicative competence because the ultimate goal of designing such program is to impart competence and communication skills (Freeman, 2017; Koc & Ilya, 2016; Tindowen et al., 2019). The subject matter part of a language teacher training program includes language improvement component, linguistic component and literature component. English language teachers should possess adequate degree of competence and fluency of the target language before joining the teaching community. Some foreign higher institutions allow their trainees to pass through a lift program which enable them read and practice widely in English before their regular training session Livingston & Flores (2017). Hence, trainees' language proficiency should be given due consideration.

With regard to the kind of knowledge and skills that primary language teachers need to acquire, Kourieos (2014) asserts that the focus should be also on teachers' communicative competence by incorporating authentic communication which enable them to deal with classroom interaction. Lack of such competence is likely to lead teachers with low proficiency levels in the target language in the classroom.

In countries like Ethiopia, where English is majorly a foreign language and the proficiency of trainees is too low, the necessity of language improvement courses cannot be sidelined. Dawit et al. (2018) writes that there is higher need to provide language development courses for secondary school teachers. This shows that the teachers feel that they need to improve their proficiency. Apart from the language improvement components, teachers need understanding of how the language operates so that they can function as teachers with explicit knowledge about the language system supportive to their professional purposes. Such courses are believed to facilitate the teacher trainees' reasoning and intellectual understanding (Council of Europe, 2020). According to MoE (2018) and Kourieos (2014), the competence of teachers in the target language is a determinant factor of student achievement. In this regard, linguistics-related courses play important roles since linguistics is interconnected with vocabulary and closely tied into meaning and use of language.

The teacher education program also helps teacher trainees to be exposed to some amount of classical and/or indigenous literature in order to improve their text analysis and appreciation knowledge. This is also an intent to enable them to teach texts and anecdotes to their classes. Though many schools' curricula sideline the role of literature because of the emphasis given to spoken language, studies are urging the significance of literature to further the students' mastery of the four skills (Kourieos, 2014; Rass, 2020). Hence, there is a need of literacy skills for teachers, which presuppose the teachers' particular knowledge and understanding of literary issues.

(b) The pedagogical competence

Equipping future teachers with the subject matter knowledge is not enough to enable them teach well. They also need to have teaching skill (Febrianis et al., 2014). Such pedagogy aspect of a SLTE curriculum aims at developing the teacher trainees' classroom skills for teaching English language. This consideration is emanated from the intention of empowering the teachers with performance, knowledge and skills to organize learning activities and run effective teaching and learning process. The task of running and managing the teaching and learning process ranges from the planning and designing a lesson to the evaluation of pupils' progress. However, such competence should be exercised in a practical domain in a classroom setting where the student teachers observe and face real problems and students with various characteristics. Pedagogical

knowledge also includes knowledge of children's cognitive and linguistic development and an understanding of how languages are learned by them (Kourieos, 2014). Such an understanding enables language teachers to be more successful to identify possible mistakes made by their learners and guide them to using the language accurately, decide on the appropriate methodology and challenging but interesting teaching materials, give proper instructions and feedback and be familiar with any differences that may arise between learning L1 and L2.

The pedagogical competence, according to Woodcock et al. (2023), helps language teachers to combining and utilizing their cognitive component (knowledge and understanding), behavioral component (strategies and skills), and attitudinal component in the classroom. This indicates that teachers must be prepared with cognitive, behavioral and attitudinal maturity.

A study conducted by Laurel et al. (2021) shows that teachers who received coursework about child development and theories about learning and motivation were more likely to stay in teaching than teachers who did not receive this type of information.

(c) Experiential competence

Wallace (1991, p. 15) differentiates between two kinds of knowledge in TEFL: *received and experiential*. Equipped with received knowledge in ELT, the teacher trainee is to be familiar with “the subjects and matching concepts, theory and skills which are widely accepted as being part of the necessary intellectual content of the profession”. Experiential knowledge is developed by practice of teaching and through observation. In most teacher education programs around the globe, practicum has gained the primacy component of the curriculum (Vattøy, 2020). Such component of the teacher education program helps to prove the theoretical knowledge. However, trainee teachers need adequate guidance and feedback from their supervisors and mentors. Therefore, the teaching practices should be accompanied by structured and organized support to help the trainees develop professional identity.

(d) Interpersonal (social) competence

The literature claims that teachers should know their students not only in the classroom but also beyond that. In this regard, an effective foreign language teacher is characterized by both their professional competences and their ‘desirable’ personal and social characteristics. Such qualities

enable them to communicate and interact with pupils, colleagues and the community vigorously. This skill is necessary since today's classrooms are characterized with diverse student population. As part of the interpersonal/social skills of teachers, Sheridan (2011) states that humanity and warmth are among the characteristics of good teacher while Mahadevan and Indrajai (2023) add patience, support, respect and dignity as characters of a professional teacher. Sheridan (2011) adds that a professional teacher is optimistic and genuine, intellectually curious, enthusiastic, confident in admitting weaknesses, a risk taker and life-long learner, and a good teacher finds pleasure out of these. This implies that teacher training programs should work on the attitude, ethics and professional identity of the teachers that they produce.

The integration of these components helps trainee teachers to be equipped with skills, methodological and subject matter knowledge, ELT theories and fluency (Sihes et al., 2013). Emphasizing merely on ancillary areas cannot be enough to equip the teachers with the needed competence. The knowledge base of second/foreign language teacher education should be reconceptualized so that it centers on the teachers who do it, the context in which the teaching and learning is accomplished, and the pedagogy which is the instrument to carry out the task (Bangou, 2011). Therefore, having a balance of contents in a teacher education program curriculum is somewhat beneficial. In this regard, Widdowson (2012), Mergler and Spooner-Lane (2012) and Yuksel and Saglam (2018) state that teacher training programs should help the trainees balance the theoretical and practical knowledge. The practice can also be more fruitful if it is followed by reflective practices as it provides the opportunity for the trainees evaluate their teachings and pedagogic options.

2.2.4 Teacher Education Program Evaluation

The status of English language in different aspects of life around the globe has augmented its pivotal role in the current globalized world. However, the teaching of this field – English language teaching – is inviting certain questions as it is demanding to train highly qualified teachers. Hence, the evaluation of programs has, from then on, engendered enthusiasm among researchers in the field of ELT (Laurel et al., 2021).

In order to improve the quality of teaching English language, the inputs such as professional competence of the teachers and the quality of the curriculum are necessary so that the quality of

children's learning outcomes can be improved. These inputs play the most important roles for the success or failure of students. Teachers are the front-line agents responsible for translating the curriculum, resources and educational policies into effective practice. The professional competence of teachers, however, depends to a large extent on the quality of their preparation and, in particular, the courses in the formal and rigorous professional training program, which must be aligned with and relevant to the work and responsibilities of teachers inside and outside the classroom. The courses should, as well, remain responsive to emerging changes, ideas and issues in connection with teacher education and school system.

An effective teacher education curriculum is expected to produce teachers who view education holistically – who regard the overall physical, mental, cultural and psychological maturity of children, and who have adequate flexibility to be able to involve with and teach children of various cultural and linguistic backgrounds to actively pursue opportunities for continuous professional development. Derisory preparation in any of these areas can have undesirable impact on children's learning outcomes. Therefore, the evaluation of a teacher education program should consider these qualities.

The experiences of trainee teachers in the physical and social contexts help them better handle their responsibilities. This in turn requires the training programs to incorporate the skills associated with working in partnership with the community so that the teacher education curriculum will prepare them to accept and work within a broader definition of their role.

Therefore, teacher education program in general, and English language teacher education program in particular, should be evaluated with respect to the consideration of the quality of the program and its impacts on classroom practice Eret (2013). Besides, trainees need a training that includes reflecting on their school experiences and get feedback from each other as well as from the teacher.

2.3 English Language Teacher Education Programs for Primary Schools

With respect to the nature of training courses, various ways of preparing language teachers and various perspectives of training approach have been considered as agendas time and again. The

training has also been affected by various issues like how people think about language teachers, their training and teaching the language as a profession (Johnson, 2009). These trends are again derived by the shift in epistemological perspectives on language learning and the training of the teachers. The perspectives range from behaviorism and cognitivism to situated, social views of human cognition (ibid). Because of the shift of viewing language teaching, therefore, there has been a change in English language teacher training program. Phon and Heng (2017, p. 79) propose six domains to determine effective curricular contents and appropriate instructional processes. The domains are *theories of teaching, teaching skills, communication skills, subject matter knowledge, pedagogical reasoning and decision-making* and *contextual knowledge*. The consideration of these domains in the program can promote trainees and teacher educators' conceptualizing the bases of their classroom realities and enhance their academic experiences.

The emphasis of the primary school English language teaching is on engaging students in meaningful and functional uses of skills. The teachers, therefore, should be trained in a way that they help their pupil improve their English language literacy. In this respect, Kapur (2017) states that during teaching, for example reading loud, the teachers need to select the appropriate text that reflect the culture represented in their classrooms so the learners build their understanding on their background. The teachers also need to know their pupils' prior knowledge about the topic in order to help them develop vocabulary and understanding within the context of stories. This again requires the teachers utilize scaffolding blended with instructional strategies such as cooperative group work, thematic instruction, or problem-solving activities. The teacher can also integrate reading with other skills.

In relation to what is expected from graduates of teacher training colleges, McBride (2012) asserts that they should enter the teaching profession with knowledge of subject matter, the motivation to find out about their students and school, knowledge of strategies, techniques, and tools for creating and sustaining a learning community and the skills to employ them, knowledge of pedagogy appropriate for the content area they will teach, and the disposition to reflect on their own actions and students' responses in order to improve their teaching, and the strategies and tools. Therefore, if the concept of habitus is derived from participation in a social context, then teacher education should be organized as a culture to actualize the needed characteristics.

2.3.1 Modalities of Teacher Training

The trainee teachers who are selected based on the already set guidelines are trained to teach at primary level. These trainees are assigned either in the cluster or linear modality. Therefore, the primary level teachers assigned in the cluster mode of training are trained for kindergarten school curriculum (KG1-KG3) while those who are assigned in the linear mode training are trained for the subjects being taught in the primary school curriculum (grades 1-6). Both of these modalities prepare teachers with a three years training program and award candidates a diploma in teaching (MoE 2013, p. 27).

The cluster modality is opted as it is believed that it enables trainees to acquire general and interrelated concepts and knowledge on the subjects they are prepared to teach. For example, the TEIs offer language courses to equip teachers with the skills of language teaching including English. Unlike the cluster diploma program, linear program prepares English or other subject teachers pursuing major/minor trends for primary school grades (Ibid).

2.3.2 English Language Teacher Training Curriculum

The goal of the language teacher training program for primary schools is to prepare teachers who can teach both English language and local languages for primary school students. Students who complete their secondary education and fail to join the university education are screened and recruited by the Regional Education Bureau to join the teacher training colleges. Besides, the bureau channels recruited trainees to various departments of either the linear or the clustered program based on trainees' selection and background. Candidates may become English language teachers based on their preferences to L1 and/or Amharic or English language and based on the results they achieved in language subjects including English in the secondary school and National Examination (Dereje, 2012). Teachers' interest in studying L1 and/or Amharic may lead candidates to teaching English language with minimum interest and proficiency in the language which may negatively impact the teaching and learning of English at primary school level.

The diploma program in the cluster modality offers many courses for those who join the program. This list of courses includes Amharic and/or vernaculars (local language), English, and

Civic and Ethical Education. If the trainees, whose L1 is not Amharic, prefer to learn their L1, then they register for three different language courses (Vernacular (L1), Amharic and English). However, the course Civic and Ethical Education is common for every registered trainee. This approach of teacher training is expected to address the multilingual nature of the country.

The teacher trainees who are enrolled in the language linear program take major and minor courses. These courses include Amharic (23 credit hours), English (43 credit hours) and Civic and Ethical Education (4 credit hours). In addition to these, the program includes some common courses (8 credit hours) and pedagogical courses including practicum (32 credit hours). This accounts a total of 110 credit hours. The professional (pedagogical) courses are accompanied with practicum courses with a total of 14 credit hours. These professional courses include General Methods of Teaching, Educational Psychology, Child Development and Support, Instructional Media, Special Needs Education, Educational Measurement and Evaluation, TDP, School Management and Action Research. Though the common and professional courses are not directly tailored to develop the language teaching skills of the trainees, Dereje (2012) claims that they do have contributions to improve their teaching skills. The trainees take all these courses in their three years of stay in college.

The trainees take major English language courses with 47 credit hours, while those who minor English language take English courses that amount 28 credit hours. In contrast to the cluster program, this program includes more courses which are related to English language such as English Grammar in Use II, Materials Preparation and Analysis, Introduction to Language and Linguistic, Fundamentals of Literature and Spoken English I & II courses with 3 credit hours each. The expected competencies for primary English teachers include courses that can improve their fluency and accuracy in the language, as well as lesson planning skills.

2.4 Models of Second Language Teacher Education

Since globalization and mobility of people in the world have led to a surge in demand for language educators, language teacher education is becoming an ever-broadening subject. In addition, the growth of English as a *lingua franca* because of the increasing linguistic and cultural heterogeneity highlight the need for a rethink of language teacher education. As a result, different models of language learning are devised though some of the need to be adapted in order

to deal with the new teaching and learning situations and new forms of access to knowledge which now exist. Taba (1962; as cited in Wallene et al, 1969), who is a forefront introducer of the concept of teacher education models, states that a model represents a whole system of teaching and learning which includes an organization of five mutually interactive components: objectives, content, learning activities, teaching strategies and evaluative measures. The models are used to select and edify teaching strategies, methods, skills, and learning activities for a specific instructional emphasis.

Nowadays, second/foreign language teacher education programs are compelled by prevailing interest in preparing trainees to become effective teachers in terms of knowledge, skills and attitude using a program designed based on a preferred model. The programs are also attuned with approaches which inspire trainee teachers towards learning-focused instructional activities. Though there are a number of models for teacher education, the issue of teacher candidates' roles which they are prepared for has not been resolved yet (Cakcak, 2016). A technicist teacher education program emphasizes on traditional approach to teacher education (Richards, 1989) as the applied science (Wallace, 1991) and or rationalist models (Day, 1991) do, whereas the contemporary approaches to teacher education focuses on reflective practices.

For technicist teacher education, teachers are passive technicians, and this practice was originated from the criticism on the traditional teacher education model as “technical rationality” (Hodkinson, 1998, p. 199). This notion considered education as a process that takes place by systematic control. Hence, the training is carried out through a top-down approach using transcribed procedures and tests. Teachers are expected to match their teaching with methods which are prescribed by experts without critiquing the governing variables such as basic purpose, validity, reliability and regardless of their own school context (Cakcak, 2016).

Generally, in order not to offer courses randomly, therefore, targeting the appropriate model(s) during designing an educational program plays an important role. Different educational theorists and practitioners have, then, forwarded different ideas on the possible models for SLTE though most of them share common views. The most widely known models of professional education are Wallace (1991) and Day's (1991) models.

Wallace's models are the craft model – by which less experienced teachers learn through observing those with more experience, and the model corresponds to the behaviorists' views of teaching, the applied science model – by which knowledge is learned from experts and then applied in real-world contexts, and this model corresponds to the cognitive view of teaching, and the reflective model – by which teachers reflect upon, evaluate, and adapt their own practice, and this model corresponds to the interpretivist view emphasizing why teachers do what they do in different contexts.

Wallace's three models of language teacher education are likely to be needed in all teacher development, but in different degrees, the models do not address the four domains of knowledge – content, pedagogical, pedagogical content and support knowledge – comprehensively. As a result, Day (1991) proposes the Apprentice-expert, the Rationalist, the Case Studies and the Integrative Models to second language teacher education programs. Day's models are comprehensive than Wallace's because he added the roles of various disciplines, such as psycholinguistics, sociolinguistics, SLA and research methods in SLTE. Furthermore, his models are developed particularly to second language teacher education. As a result, this particular discussion emphasized on Day's models to second language teacher education programs focusing on the conceptual basis, strengths and weaknesses of each of these models.

2.4.1 The Apprentice-expert Model

As the oldest model, the apprentice-expert model presents the trainee as a person who observes an expert (the trainer) closely to rehearse and replicate his/her observations in the actual teaching practice. The trainees are expected to develop experiential knowledge through carefully observing and imitating the trainer (ibid). It is used to a limited extent in today's teacher education programs. This model takes teaching as a situated activity which needs a situated and contextual practice. The expert teacher teaches a subject matter, and the trainee teachers observe him/her.

Dillon and Maguire (2017), Livingston and Flores (2017) and Cuane (2022) state that there are two triggering factors that contributed for the emergence of this model. The first factor is related to the critique on teacher training which lacks integration of theory and practice of teaching. The second main reason is its capability of addressing the shortage of teachers in remote areas and

districts. The argument is that teacher trainees can be acquainted to the job, the realities in the working areas and the experts through such school-based practicum.

The implication of this model is that practical experiences through modeling good practices of the master teachers help trainees to acquire the skills and strategies of teaching in concrete situations. This is supported by different studies. For example, the study conducted in Switzerland by Hascher et al. (2004) reveals the significance of practicum/internship programs to develop the teaching skills of student teachers. Learning the teaching practice in practice is therefore significant for the development of trainees' pedagogical skills.

With all these contributions, the model is criticized for the absence of reflective teaching. As a result, novice teachers become the replica of their master teachers rather than reflecting on their own professional and intellectual frames of reference. The trainee teachers then reproduce what they observed rather than adapting their experiences to the situation where they teach (Reeves & Robinson, 2016). The model is also highly criticized for its rigidity, and it doesn't fit well with the dynamic nature of the teaching profession of the 21st century. Besides this, the concept of the model is beyond the realities of the third world where there might be few expert trainers in number in teacher education colleges and expert mentors in the schools where the trainees are sent for practicum.

2.4.2 The Rationalist Model

The rationalist model is similar with Wallace's Applied Science Model which states that training/education is a science that can be examined rationally and objectively. In the words of Ur (1992), cited in Day, 2008, p. 6), this model emphasized on equipping the trainees with the scientific knowledge and allowing them apply that knowledge in the teaching context. The theoretical assumptions of a discipline are offered by the courses delivered in the teacher training institutions while the assumptions which are related to the teaching practices are offered by the schools where the student teachers are placed for practicum and where the mentors work. The underlying premise is that there is a corpus of professional knowledge that needs to be acquired for a trainee to be able to test the applicability of this knowledge in the practical environment. The theoretical knowledge which is acquired through college-based training before the practice is considered important input for teaching in schools during practicum.

Though this model helps the trainees to develop received knowledge, especially the pedagogic content knowledge (PCK) of the trainees because of its emphasis on theoretical aspects of a course (Day, 2008) through lectures and discussions, the trainees are not exposed to classroom experiences. Hence, the model does not integrate theory and practice, and this is a form of knowledge fragmentation because the trainees gain any pedagogic knowledge merely by studying the results of pedagogic researches. Robinson and Mogliacci (2019) argue that teachers are assumed as ‘technicians’ rather than professionals in this model, and the model neglects the subjective construction of knowledge.

2.4.3 The Case Studies Model

The case studies model emphasizes studying and analyzing classroom case histories in order to generalize on certain discipline. Though this model is more useful in law, business and medical areas, and has very limited contribution in teacher education programs where cases are situated in series of events, problems of certain issues can be framed, analyzed and discussed from different perspectives (Shulman, 1991, cited in Day, 2008, p. 8). Thoughts and feelings of teachers and students in teacher education can be considered as cases. Furthermore, Day (ibid) claims that this model is appropriate to expose the trainees to content knowledge with insignificant emphasis on its pedagogy, pedagogic content and support knowledge. The shortcomings of this model include developing less insights regarding teacher decision-making, planning and reviewing lessons, and various activities and practices.

2.4.4 The Integrative Model

The first two models above emphasize on knowledge and skills respectively, and relying exclusively on these models does not help to deal adequately with the knowledge base. Furthermore, it will not enable to cover varieties of professional experiences and activities. Therefore, a model that encompasses the strengths of each model above is necessary: integrative model. Integrative model is appreciated because it emphasizes on integrating knowledge, skills, values and purposes. These issues in turn form a basis for teachers’ competence. It also proposes a systematic approach to language teacher education which emphasizes on developing the knowledge and skills of trainee teachers by exposing them to meaningful experiences and activities (Kilbane & Milman, 2014). This model plays important role to guide trainee teachers in

a process of describing, comparing, categorizing, analyzing, examining relationships, and making generalizations about organized bodies of knowledge.

The integration of the different domains of knowledge is strengthened more with the inclusion of reflective practice in the SLTE program. With regard to reflective practices, Day (2008) further contends that "...reflective practice activities have to be a critical part of the students' entire program of studies, and used in all courses..." (p.11). The combination of teaching, reflection, hypothesizing and trying out the hypotheses in the classroom leads trainees to change their way of approaching a particular problem and engage in a complete cycle of experiencing the teaching profession.

However, there are some points of concern on this model. First, reflection is becoming routinized and superficial in some cases rather than basing it on deep thinking and personal explorations (Beauchamp, 2015). In addition, reflection is talked more than practice. Another concern is related to "resistances experienced by student-teachers in the process of implementing reflective processes in teacher education" (Robinson & Mogliacci, 2019, p. 19).

As there are important principles of constructivism which are reflected in the integrative model, the model's undergirding perspective is constructivism. These principles are that learners need to actively engage in learning, learning involves language and learning is social. Most importantly, the Integrative Model is best utilized with any grade level, but primary-grade teachers will need to provide considerable scaffolding through guided questioning, collection and analysis of data, and categorization of information.

2.5 Paradigms of Knowledge and Theoretical Framework

With regard to conceptions of knowledge, and discovering it and its sources, there are four well known paradigms, namely positivism, post-positivism, pragmatism and constructivism (Elshafie, 2013; Guba, 1990). Guba who is the prominent figure in this regard writes that they are called paradigms since they have their own ontology, epistemology and method of discovering truth and knowledge.

2.5.1 Paradigms of Knowledge

Propagated by August Comte (Crotty, 1998), the positivistic paradigm contends that reality exists because of the drive of inevitable natural laws, and an inquirer's concern is to discover the "true" nature of this reality and the way it "truly" functions. Epistemologically, reality is controlled and predicted by objective inquiry, and knowledge is discovered objectively through "distant and non-interactive manner" (Guba, 1990, p. 20). The questions that an investigator poses should be directed towards the nature and allow it to answer back. Methodologically, experimentalism is the main means of arriving at the truth with an emphasis on critical multiplism. Hence, formulating hypothesis is a pre-requisite to any inquiry, and the empirical study is conducted under controlled conditions in a natural setting.

However, according to Johnson (2009) and Larochelle et al., (1998), most of its principles do not agree with the practice of scientific research; the paradigm also disdains the role of researchers in the name of 'avoiding biases' in constructing reality. Finally, positivism "...fails to understand the multiplicity and complexity ..."of research participants and the world in which they function (Scott & Usher, 2011, p. 27). Because of such criticisms, scholars came with post-positivistic view of reality.

The post-positivism paradigm is a 'modified version of positivism,' and it is a critical realist paradigm. It claims that human beings' understanding of the nature is incomplete because of their imperfect "sensory intellectual mechanism" (Guba, 1990, p. 20). Its objectivist epistemology emphasizes external guardians such as the critical tradition and the critical community. Imbalances were redressed through grounded theory which is a qualitative method.

According to the above two paradigms, inquirers are considered as ideal knowing machines who are outsiders of the research context. These paradigms, therefore, will not be appropriate for the present study.

Constructivism, which is among the post-modern paradigms (Scott & Usher, 2011), is another basic belief that guides an inquiry. The constructivists, such as Dewey (1929; as cited in Larochelle et al., 1998, p. 238) and Guba (1990) contend that realities are manifold entailing multiple elucidations and explanations, and as a result truth is relative. Hence, constructive paradigm assumes a relative ontology to search for thorough constructions of meanings.

The philosophical belief that underpins constructivism is not only discovered but also constructed through our interaction with the surrounding physical context (Sheridan, 2011). The paradigm argues that realities reside in the research participants' mind and are subjectively discovered. Hence, it is important to transform the human mind than the real world to reveal reality and the reality that exists in minds can be subjectively accessed while it is used in the social, cultural, and historical contexts. Constructivists assert hermeneutic and/or dialectic methodological procedure as processes of meaning construction. The former focuses on individuals' meaning construction while the later involves each participant to observe and scrutinize the constructions of others through comparison and contrasting.

In the academic sense, constructivists consider the teacher as the facilitator of learning and the learners at the center of the curriculum to construct their own knowledge with the help of the socio-cultural context and collaborative tasks (García et al., 2011). Such context and cooperative working allow learners to gain knowledge through the amalgam of new information with what they already know – previous experience and knowledge – as there is no *tabula rasa*.

Kagoda and Itaaga (2013) state the reputation of the constructivist theory of learning in training teachers by recognizing their past experiences as the pre-existing knowledge is the anchor for the construction of new knowledge. The new knowledge is gained through training in schools and wider social and cultural context inductively and collaboratively. The trainees are provided with various experiences from which learning is constructed. The process further maximizes interactions among the learners so that they can negotiate meaning develop their thinking skills.

As this paradigm places the teacher as the facilitator of learning and the learners at the center of the curriculum who learn by doing and construct their own knowledge through contextual experiences, the constructivist philosophy of teaching and learning serves as a theoretical framework for this study.

2.5.2 Theoretical Framework

The relationship between training expectations and actual training received by teachers is a critical area of study in educational research. This framework draws upon several theories that elucidate the dynamics of teacher training, expectations and professional development. As a result, this study draws upon several theoretical frameworks to understand the relationship

between the training expectations of primary school English language teachers and the actual training they have received. These frameworks include Expectancy Theory, Social Cognitive Theory, Self-determination Theory and Constructivist Learning Theory.

2.5.2.1 Expectancy Theory

This theory focuses on how trainees' expectations influence their motivation and engagement in training. The theory which is developed by Victor Vroom posits that individuals are motivated to act based on their expectations of the outcomes of their action (Vroom, 1964). In the context of this study, teacher expectations of training can be seen as a motivational factor. Teachers are more likely to be motivated to engage in training if they believe that the training will lead to improved teaching skills and career advancement. This theory, a prominent motivational theory, suggests that teacher trainees are motivated to act when they believe that their effort will lead to a desired outcome, and that the outcome is valuable to them. Therefore, the theory can shed light on the motivation and engagement of English language teacher trainees because it suggests that teachers' expectations regarding training may influence their engagement and satisfaction with the training they receive. If teachers anticipate that the training will enhance their teaching efficacy, they are more likely to participate actively and apply what they learn in their classrooms. This theory propagates the concepts Effort-Performance Expectancy and Performance-Outcome Expectancy. With regard to the former one, trainees are more likely to be motivated if they believe their effort in training will lead to improved teaching skills. However, such expectancy can be affected by factors such as quality of training, instructor expertise, and training resources. With regard to quality of training, well-structured, engaging, and relevant training programs increase the belief that effort will lead to improved skills. In addition, trainees are more likely to invest effort if they perceive the instructors as knowledgeable and supportive. Furthermore, access to adequate training resources, such as materials, technology, and feedback opportunities, enhances the belief that effort will lead to desired outcomes. The later issue states that trainees are more motivated if they believe that improved teaching skills will lead to the following desirable outcomes:

- Job Security: If trainees believe that successful completion of training increases their chances of finding or keeping a teaching job, they are more likely to be motivated.

- Career Advancement: If training is seen as a stepping stone to career progression, such as higher pay or more prestigious positions, motivation increases.
- Personal Satisfaction: Trainees who value teaching and find personal satisfaction in improving their skills are more likely to be motivated, even if external rewards are limited.
- Valence of Outcomes: The value trainees place on the potential outcomes of training significantly influences their motivation. Factors impacting valence include: personal values (Trainees who value teaching, learning, and personal growth are more likely to find the outcomes of training valuable), social Influence (if trainees perceive that their peers or mentors value the training, they are more likely to find it valuable) and cultural context (cultural norms and expectations can influence the perceived value of certain outcomes, such as job security or career advancement).

This theory has various implications for teacher training programs. First, training programs should clearly articulate the goals and expected outcomes, ensuring trainees understand the link between their effort and desired results. Second, training should be tailored to the needs and interests of trainees, making it relevant to their future teaching roles and engaging their attention. Third, providing experienced and supportive instructors who can guide and motivate trainees is crucial. Fourth, regular feedback and recognition for progress and achievements foster a sense of accomplishment and increase motivation. Fifth, linking training to career advancement opportunities, such as mentorship programs or job placement services, can enhance the perceived value of training.

By understanding the principles of expectancy theory and addressing the factors that influence trainee expectations, training programs can effectively enhance the motivation and engagement of English language teacher trainees, leading a more successful transition into the teaching profession and to improved teaching skills.

2.5.2.2 Social Cognitive Theory

Social Cognitive theory focuses on how trainees' beliefs about their abilities and the training environment influence their expectations and learning outcomes. The theory, proposed by Albert Bandura, emphasizes the role of observational learning, self-efficacy, and self-regulation in

human behavior (Bandura, 1997). In the context of teacher training, trainee teachers' expectations of training can be influenced by their observations of other teachers' experiences, their beliefs about their own abilities, and their self-regulation strategies. For example, if they observe other teachers who have benefited from training, they may be more likely to have positive expectations about their own training experiences. The theory provides a powerful framework for understanding how trainees' beliefs about their abilities and the training environment influence their expectations and learning outcomes.

With regard to beliefs about own abilities (Self-Efficacy), the theory presents that trainees who believe in their abilities (who have high self-efficacy) are more likely to set higher expectations for themselves. They expect to succeed in the training and apply their learning effectively. In addition, they are persistent in the face of challenges. They are more likely to put in the effort and persevere through difficult tasks, leading to better learning. Besides, they engage actively in the training. In other words, they participate more, ask questions, and seek feedback, maximizing their learning experience. Furthermore, trainees with high self-efficacy transfer learning to the workplace. They are more confident in applying their new skills and knowledge to real-world situations.

On the other hand, trainees who have low self-efficacy are more likely to set lower expectations. They may doubt their ability to learn and apply the training effectively. In addition, they give up easily. They may avoid challenging tasks or become discouraged quickly, limiting their learning potential. Furthermore, they are passive learners. They may not actively participate or seek feedback, hindering their learning progress. Besides, they have difficulty transferring learning. They may lack the confidence to apply their new skills in the workplace.

This theory suggests that the training environment should be supportive. A supportive training environment fosters high self-efficacy by providing clear goals and feedback. This helps trainees understand expectations and track their progress, boosting confidence. It also fosters high self-efficacy by offering opportunities for practice and mastery. Hands-on experience and opportunities to demonstrate skills build confidence and competence. Moreover, such environment fosters high self-efficacy by encouraging collaboration and peer support implying that working with others can provide motivation and a sense of belonging, increasing self-

efficacy. A supportive learning environment also promote a growth mindset. Emphasizing that skills can be developed through effort and practice encourages trainees to embrace challenges.

In contrast, unfavorable environment can undermine self-efficacy by lack of clear goals and feedback. This can lead to confusion and frustration, lowering confidence. Such environment also provides limited opportunities for practice. Without sufficient practice, trainees may feel unprepared and insecure. In addition to these, unfavorable environment lacks of support and encouragement. A competitive or unsupportive environment can discourage trainees and make them feel inadequate. Furthermore, such environment focuses on failure. Constant criticism or emphasis on mistakes can damage self-esteem and hinder learning.

Generally, social cognitive theory highlights the crucial role of trainees' beliefs about their abilities and the training environment in shaping their expectations and learning outcomes. By fostering high self-efficacy and creating a supportive training environment, organizations can significantly enhance the effectiveness of training programs and maximize the learning potential of their trainees.

2.5.2.3 Self-Determination Theory:

Self-determination Theory (SDT) focuses on how trainees' needs for autonomy, competence, and relatedness impact their training expectations and experiences. Trainees' needs for autonomy, competence, and relatedness significantly impact their training expectations and experiences, aligning with the principles of social cognitive theory. Developed by Deci and Ryan (1985), SDT provides a robust theoretical framework for understanding the relationship between the training expectations of primary school English language teachers and the actual training they have received. It posits that individuals are intrinsically motivated to engage in activities that satisfy their basic psychological needs for autonomy, competence, and relatedness.

Autonomy refers to the need to self-directed and in control of one's actions. In the context of teacher training, autonomy can manifest as the desire to have a say in the design, content and delivery of the training programs. Teacher trainees who feel autonomous in their training are more likely to have higher expectations for the program. They expect to have a sense of control over their learning process. They want to feel like active participants, able to choose their learning methods, set goals, and make decisions about their learning. They may be more invested

in the training and more motivated to learn. When trainees feel autonomous, they are more engaged, motivated and likely to take ownership of their learning. This can lead to better retention, higher performance, and increased satisfaction with the training. Autonomy aligns with the concept of self-efficacy (social cognitive theory). When trainees feel they have control over their learning, they are more likely to believe in their ability to succeed, leading to increased effort and persistence.

On the other hand, competence refers to the need to feel effective and capable. In the context of teacher training, competence can manifest as the desire to develop the skills and knowledge necessary to be a successful English language teacher. Teachers who believe that the training program will help them develop their competence are more likely to have higher expectations for the program. They may be more motivated to participate in the training and more likely to apply what they learn in the classroom.

In the light of SDT, trainees expect to develop skills and knowledge that are relevant and useful. They seek challenges that allow them to demonstrate their capabilities and build confidence. When trainees feel competent, they experience a sense of accomplishment and pride. This can lead to increased motivation, self-esteem, and a desire to continue learning. Competence directly relates to the concept of outcome expectations of the social cognitive theory. Trainees are more likely to engage in training if they believe it will lead to positive outcomes, such as improved job performance or career advancement.

Furthermore, relatedness refers to the need to feel connected to others and to belong. In the context of teacher training, relatedness can manifest as the desire to form positive relationships with other teachers and with trainers. With related to the impact of relatedness on training expectations, teachers who feel connected to other participants in the training program are more likely to have higher expectations for the program. They may be more motivated to participate and more likely to seek support from other teachers. Trainees expect to feel connected to their trainers, peers, and the organization. They want to feel like they belong and are valued members of the learning community. When trainees feel a sense of relatedness, they are more likely to participate actively, seek support from others, and feel comfortable asking questions. This fosters a positive learning environment and facilitates collaboration. Relatedness aligns with the concept

of social modeling. Trainees are more likely to adopt behaviors and attitudes that are modeled by others they respect and feel connected to.

This theory has implications for teacher training. Training programs should be designed to foster autonomy in teachers. This can be achieved by involving teachers in decision-making processes, providing them with choices, and encouraging them to take ownership of their learning. In addition, training programs should focus on developing teachers' skills and knowledge. This can be achieved by providing relevant and challenging training materials, offering opportunities for practice, and providing feedback on performance. Training programs should also create a supportive and inclusive environment. This can be achieved by fostering positive relationships between teachers and trainers, encouraging collaboration among participants, and providing opportunities for social interaction.

By addressing these three basic psychological needs (autonomy, competence and relatedness), teacher training programs can create a more motivating and effective learning experience for teachers.

Understanding these needs is crucial for designing effective training programs. Therefore, trainers should provide choices which offer trainees options for learning methods, materials, and pacing. They should also set clear goals and provide feedback which help trainees understand what they need to learn and how they are progressing. Furthermore, they should create a supportive learning environment that foster a sense of community, encourage collaboration, and provide opportunities for trainees to connect with each other and their trainers.

By addressing the needs for autonomy, competence, and relatedness, training programs can significantly enhance trainees' motivation, engagement, and learning outcomes. Social cognitive theory provides a valuable framework for understanding how these needs influence trainees' expectations and experiences, ultimately leading to more effective and impactful training.

2.5.2.4 Constructivist Learning Theory

Cognitivist Learning Theory deals with how the emphasis on active learning and student-centered approaches in training align with trainees' expectations. The theory emphasizes on active learning and student-centered approaches in training which aligns perfectly with trainees'

expectations in light of constructivist learning theory. It posits that learners actively construct their own knowledge through interaction with their environment and their prior experiences (Piaget, 1964; Vygotsky, 1978). This theoretical framework can be applied to understand the relationship between the training expectations of primary school English language teachers and the actual training they have received. The key principles of constructivist learning theory include active learning, students-centered approach, scaffolding, and spiral curriculum.

The theory underlines that learners actively construct knowledge through their own experiences and interactions. Teachers may expect training programs to provide opportunities for active learning, such as group work, simulations, and hands-on activities. These experiences can help teachers to construct their own knowledge and apply it to real-world teaching situations. Besides, learning is centered around the learner, rather than the teacher in this particular theory. Teachers may expect training programs to be student-centered, focusing on their individual needs and interests. This can help teachers to feel more engaged and motivated to learn. With regard to scaffolding, teachers provide support and guidance to learners as they develop their understanding. Teachers may expect trainers to provide support and guidance as they learn new skills and knowledge. This can help teachers to feel confident and successful in their learning. Furthermore, learning builds on prior knowledge and progresses in a spiral pattern. Teachers may expect training programs to build on their prior knowledge and experiences. This can help teachers to see the relevance of the training to their teaching practice and to develop a deeper understanding of the subject matter.

With regard to the implications of the theory for teacher training, it suggests to design training programs around active learning which incorporates group work, simulations, and hands-on activities into the training. It also implies the adoption of a student-centered approach which focus on the individual needs and interests of teachers. In addition, training programs and training practices should offer guidance and feedback to teacher trainees as they learn new skills and knowledge. Besides, teacher training curriculum should be built on teachers' prior knowledge and experiences.

By aligning teacher training programs with the principles of constructivist learning theory, it is possible to create more engaging, effective, and relevant training experiences for primary school English language teachers. This is because this theory posits that individuals don't passively

receive information but actively build their understanding and construct knowledge through experience and interaction with their environment. Learning is also most effective and meaningful when it is relevant and connects to the learner's prior knowledge and experiences. Learning in constructivist theory is more effective if it is embedded in social interaction because collaboration and discussion with peers and instructors are essential for constructing understanding.

Active learning and student-centered approaches are characterized by the use of hands-on activities. These engage trainees in applying concepts and building skills through real-world simulations, problem-solving exercises, and project-based learning. Collaborative learning is also another characteristic of the theory which involves group work, discussions, and peer feedback encourage trainees to share ideas, challenge assumptions, and build upon each other's understanding. Trainees are encouraged to take ownership of their learning by setting goals, choosing learning materials, and seeking out information that interests them. Reflection and feedback are also important elements in constructivist learning theory. Trainees are encouraged to reflect on their learning, identify areas for improvement, and receive feedback from instructors and peers.

Trainees who engage in this theory of learning want to be able to apply what they learn in real-world situations. Active learning methods provide opportunities to practice skills and solve problems in a simulated or real-world context than traditional lecture-based methods. The collaboration with peers encourages them to receive feedback on their progress. Hence, the trainees get a supportive and interactive learning environment. Moreover, personalizing learning is another feature of the constructivist learning environment because trainees want to learn at their own pace and focus on areas that are most relevant to their needs. Active learning methods allow for greater flexibility and personalization.

The emphasis on active learning and student-centered approaches in training aligns with constructivist learning theory and meets trainees' expectations for engaging, relevant, and practical learning experiences. By providing opportunities for hands-on activities, collaboration, and personalized learning, training programs can foster a more effective and satisfying learning experience for trainees.

CHAPTER THREE

RESEARCH DESIGN AND METHODOLOGY

3.1 Introduction

Successful research requires both library research and empirical investigations. This chapter of the dissertation, thus, presents the description of the research design and methodology utilized for the empirical part of this study. More specifically, the chapter covers the research design and approach, research setting and participants, instruments of data collection, procedures of data collection, data organization and analysis, validity and reliability, and ethical issues.

3.2 The Research Paradigm

Despite the natural tendency for researchers to select a data gathering method and get on with the job, the choice of a research design is influenced by the research methodology chosen. This methodology, in turn, is influenced by the theoretical perspectives adopted by a researcher, and, in turn, by the researcher's epistemological stance (Gray, 2004).

The perspectives, which influence research methodology, serve as starting points to determine what an inquiry is and how it is to be practiced in a search for knowledge (ibid). With regard to teacher education in general and SLTE in particular, the four major paradigms, characterized by their response to ontological, epistemological and methodological questions, are the positivist, post-positivist, constructivist paradigms, and critical theory. Among these perspectives of research methodology, constructivism is found the most appropriate paradigm.

The constructivist paradigm aims at understanding a particular situation or phenomenon and form ideas through gathering rich data. Such understanding is reached by integrating research participants' prior experiences with new information they encounter in a socio-cultural context. Hence, inquiries arise from experiences. In addition, inquiry in language education requires hermeneutic understanding of a learning process involving dialogue between the researchers and those being researched: "a dialogue that is always ongoing and incomplete" (Scott and Usher, 2011, p. 34). In contrast to positivism, constructivists view that knowledge is discovered subjectively. The philosophical belief that underpins this view is that:

There is no objective truth waiting for us to discover it. Truth or meaning comes into existence in and out of our engagement with the realities in our world. There is no meaning without a mind. Meaning is not discovered, but constructed.
(Crotty, 1998:9, cited in Sheridan, 2011:80)

In addition, this paradigm tends to be more perspective-seeking than the positivists (Gray, 2004, p. 33). Given this research perspective, I believed that the discussion of the participants regarding their pre-training expectations and their reflection upon the actual training that they received has been understood. Because data for teacher education research are fetched from the social context, the current study has been conducted in light of the constructivist paradigm. In light of this, the realities of this study are local in nature, shared in the group and specific to in-service language teachers.

3.3 Research Design and Approach

This research investigated the training expectations of primary school English language teachers and compared them to the actual training they received from a teacher education college.

Looking at the research objective and the sources of data, I believed that an amalgam of the qualitative and quantitative approaches is more apposite for this particular study. With regard to combining these two approaches in research, Creswell (2007) suggests that since research problems are complex, it would be difficult to investigate them using either simple numbers in a quantitative sense or narratives in a qualitative sense. Hence, a combination of both forms of data, techniques, concepts and language can provide the most appropriate analysis of problems. As a result, neither the quantitative nor the qualitative approach alone is sufficient to give complete and detail picture of the issue under study.

The combination is based on the assumption that epistemological and methodological pluralism enriches the results. Therefore, I contended that epistemological and paradigmatic ecumenicalism is within reach in the research paradigm of mixed method research because a mixed methods research offers a way to bridge the gap between different ways of understanding the teacher training reality (epistemologies) and different research approaches (paradigms). In addition, the mixed approach enabled me to overcome the limitations of single-method approach since it enabled me to gain a more comprehensive understanding of the phenomena and integrate

different ways of knowing the reality. Furthermore, data triangulation can be achieved through the use of a mixed approach. The data triangulation (multiple sources of data) and method triangulation (using various methods to gain the data) also strengthened the relationship between the instruments used in this study. Furthermore, the complementary role of each instrument to the others leveraged the strengths and mitigates the weakness of each instrument. This helped me to conduct rigorous and insightful mixed method research.

The qualitative data were collected using document analysis, semi-structured interviews, and non-participant observation. This qualitative approach, then, enabled me to get access to the views and experiences of the primary school English language teachers and to collect in-depth information about the training that they have received and their training expectations, and how these constructs are related to each other. Information regarding the expectations of the participants and their reflection on the potential of the training to meet their expectations was also collected using a questionnaire. In light of this, the chosen research approach and the research objectives indicate that a descriptive correlational research design is the appropriate one for this study.

Descriptive correlational research describes the relationship between variables without manipulating them. The research did not add any interfering factors that influence the responses of the participants. It seeks to answer questions about ‘what is’ and ‘how things are related’ by utilizing surveys, observational methods and descriptive statistics. Therefore, the research design for this study is a descriptive correlational design. The elements which are correlated in the study are the training expectations of the primary school English language teachers and the training that they have received.

3.4 Sample and Sampling Techniques

3.4.1 Research setting

Among the twelve political regions, Amhara National Regional State was purposefully targeted to investigate how the teacher training is preparing teachers for the primary schools found in the region. I chose this region because it is where I live and work. In addition, the research setting was purposefully targeted so that follow up plans and participation in the future intervention can be made possible.

This research was focused on English language teachers who graduated from teacher training colleges in the region and work in the primary schools in Kombolcha town. There are nine primary schools in the town. These schools are Yekatit 25/67 Primary School (7 English language teachers), Kombolcha Complete Primary School(9 English language teachers), No 1 Primary School (6 English language teachers), No 2 Primary School (6 English language teachers), Haro Ager Primary School (3 English language teachers), Felege Tibeb Primary School (2 English language teachers), Yegof Primary School (7 English language teachers), Mitikolo Primary School (5 English language teachers) and Sheshabir Primary Schools (5 English language teachers). All of these primary schools were targeted in this study.

Besides the primary schools, Dessie College of Teacher Education, which is one of the ten teacher training colleges in the region, was the target of the study. The first reason for choosing this study site was its proximity to my residence and working place. The second reason was the belief that the homogeneous features of the training curriculum used at all the teacher training colleges of Amhara region could provide commonalities and patterns of the occurrence of the phenomenon in other institutes running the same training courses.

3.4.2 Data sources

3.4.2.1 Teacher trainees

The English language teachers at the primary schools of Kombolcha town were selected for this study because they are the key players in the development of children's cognitive, affective and social systems. Besides, enhancing the effectiveness of primary school teachers is a concern for many theorists, educational administrators and international agencies (Lopes & Tormenta, 2010). This was based on the claim that primary school teachers play crucial roles in building a world in which the 'knowledge society' can be developed. As a result, all 53 English language teachers in the primary schools participated in the study. However, 47 of the teachers graduated from colleges in the Amhara Region. Hence, these teachers were used as respondents of the questionnaire. Among these teachers, 9 teachers were selected for the interview. The classrooms of these teachers were also observed. One teacher from each school was randomly selected for the classroom observations and the interviews.

Among these teachers, 24 (51.1%) were males while 23 (48.9%) were females. Although there are more male participants than female, this does not represent the entire population of English language teachers of the primary schools in Kombolcha since this study targeted those who studied their diploma only in any of the teacher education colleges found in Amhara region. Hence, this figure would be different if all the teachers were considered.

Out of the 47 teachers, the minimum teaching experience is 1 year, and the maximum is 21. It was identified that the teachers who have 1-5 years of teaching experience are 12 (26%) teachers while 17 (36%) of the teachers have 6-10 years of teaching experience in primary schools. On the other hand, the teachers who have 11-15 years of teaching experiences are 10. This consists of 21% of the teachers whereas 6 (13%) teachers have taught English language for 16-20 years in primary schools. This figure indicates that the participant teachers have sufficient years of teaching experiences. Their exposure to the primary school English language teaching is believed to enable them develop some expectations from their college trainings in order to address the gaps that they experienced during teaching. Their experience is expected to help them evaluate the theoretical training against the real training needs for their job. In other words, these teachers had expectations about the training to address the gaps they encountered in their teaching in the primary schools. In-service teachers have firsthand experience in the classroom, allowing them to identify specific needs and challenges that the training (both pre-service and in-service) training should address. When they joined the college for in-service training, they had expectations shaped by real-world experiences and a deeper understanding of the complexities of teaching.

In addition to the experiences, the in-service teachers have more informed perspective. Having navigated the education system as both students and teachers, they possess a more comprehensive perspective on the strengths and weaknesses of current teacher training program. They can offer valuable insights into what works and what does not. Furthermore, in-service teachers' expectations are often more practical and grounded in the realities of the classroom. They tend to prioritize training that directly addresses the challenges they face daily,

Their exposure to the college training is also believed to enable them evaluate their training in the light of their expectations. Therefore, these teachers are well-positioned to reflect on their expectations and the received training.

The classroom of one randomly selected teacher from each school was observed. The teachers whose classrooms were observed were also interviewed.

3.4.2.2 Teacher educators

The English language teacher educators from Dessie College of Teacher Education also participated in the study. All the available English language teacher educators of the college who were on-duty were targeted as interviewees for the study.

3.5 Instruments of Data Collection

This study utilized questionnaire, document analysis, observations and interviews as instruments of data gathering. The combination of such instruments was for the reasons of triangulation and to add depth to the study. This is for the fact that the research used multiple research instruments and more than single source of data to investigate same research issue. The use of multiple instrument of data gathering has also helped me to gain comprehensive and nuance understanding of the phenomenon studied. Additionally, the identified similar results through various instruments have strengthened the credibility and validity of the findings. The use of more instruments has also helped me to leverage the strengths of each instrument and compensate for their limitations. Besides, the triangulation has helped me to add depth to the study.

3.5.1 The Questionnaire

A survey questionnaire of 52 close-ended and 1 open-ended items was distributed to the primary school English language teachers in order to obtain data regarding their training expectations, their views about the training program, and the relationship between their training expectations and the actual training that they have taken. Questionnaire was preferred in this study because it is the most common instrument for large participant group, and to allow respondents have ample time to think before giving their answers. In addition, respondents are more likely to share sensitive information if anonymity is assured.

The items were grouped in four parts. The first part focused on participant demographics. The variables in this part used both ordinal and open-ended scales. The variables were gender, institution the teachers attended, their year of graduation, their teaching experiences, and the primary school where they teach. The second part (with 19 items) dealt with the expectations of

the trainee teachers regarding the skills and knowledge that they would gain from the training. All the items under this section are in scales. This part included 19 items rated on a 5-point scale (VH = very high; H= high; NS = I am not sure; L= low; and VL = very low). The third part (with 19 items) dealt with the quality and adequacy of the training that the English language teachers have received. The items were rated on a 5-point scale (VA = very adequate; A = adequate; NS = I am not sure; I = inadequate; and VI = very inadequate).

Part II and III focused on six dimensions: fundamental aspects of language, language acquisition, foundations of language education, English language teaching methods, assessment and teaching practice. The items in these parts are adapted from Texas Essential Knowledge and Skills (TEKS, 2016) model, Kiely and Rea-Dickins (2005) and Teacher Assessment Questionnaire (TEAQ). The items were adapted so that they fit the teacher training context in the region.

The key areas emphasized by the questionnaire are fundamental aspects of language, language acquisition and learning, foundation of language education, methods of language learning, assessment procedures and experiential learning. The "Fundamental aspects of Language" according to the Texas Essential Knowledge and Skills (TEKS) model encompass several key components that are essential for developing proficiency in language arts. These aspects are integrated into the curriculum to foster a comprehensive understanding of language through various interconnected skills. These components include the language skills, knowledge in phonics, morphology, syntax, and the integration of these skills.

The term "First- and second-language acquisition processes" within the Texas Essential Knowledge and Skills (TEKS) model refers to the systematic methods through which individuals learn languages, both their native language (first language) and additional languages (second languages). This concept is particularly relevant for English Language Learners (ELLs) and is addressed in various strands of the TEKS framework. The key aspects of this component are the social and academic use of language, holistic understanding of language use (integrating language skills), sequenced and scaffolded instruction, the use of prior knowledge, and cultural awareness. On the other hand, the phrase "The foundation of EFL (English as a Foreign Language) education" in the context of the Texas Essential Knowledge and Skills (TEKS) model refers to the essential components and instructional strategies that underpin effective EFL teaching and learning. While the TEKS framework primarily addresses standards for various

subjects, including English Language Arts, it also provides guidance for language acquisition processes relevant to EFL learners. The key elements include language proficiency development, cultural context, differentiated instruction, integration of content and language, and assessment and feedback.

"EFL teaching methodologies" in the context of the Texas Essential Knowledge and Skills (TEKS) model refers to the various instructional strategies and approaches used to teach English as a Foreign Language effectively. These methodologies are designed to enhance language acquisition and proficiency among students, particularly those learning English in a non-English-speaking environment. The aspects are CLT, Task-based language learning, content-based instruction (Integrating language learning with subject matter content), adapting instruction to meet diverse needs, engagement in collaborative tasks, and motivating learners. With regard to "Assessment procedures and instruments," the Texas Essential Knowledge and Skills (TEKS) model presents in relation to the systematic methods and tools used to evaluate student learning, progress, and proficiency in relation to the established educational standards. These assessments are crucial for ensuring that students meet the required knowledge and skills as outlined in the TEKS. The key components are training about types of assessment, alignment of assessment tools with the purpose of language learning, monitoring learner progress, and feedback mechanisms.

"Experiential Learning" according to the Texas Essential Knowledge and Skills (TEKS) model refers to a hands-on approach to education where students gain knowledge and skills through direct experiences outside of traditional academic settings. This method emphasizes the importance of active participation, reflection, and real-world application of concepts learned in the classroom.

TEKS helped me to establish clear training standards and expectations that guide the assessment of teacher competencies. The key impacts include ensuring whether teachers are trained to deliver instruction that aligns with educational standards of the country, teacher qualification and readiness, the need for professional development, and facilitating stakeholders' engagement for ongoing curriculum improvement.

When adapting the questionnaire, I used Dörnyei's (2009) guidelines for questionnaire construction, administration and analysis. Then, I carried out a self-critique of the questionnaire items, received constructive feedback from the supervisor and colleagues, made subsequent revision. Furthermore, the revised instrument was piloted, and the necessary amendments and revisions were done before it was utilized for collecting the data.

The questionnaire was translated into Amharic to avoid linguistic barriers that respondents might face. The internal consistency reliability of the questionnaire was 0.770. In addition, the return rate was 100%.

3.5.2 Document Analysis

For this study, the teacher training curriculum stipulated by the MoE for primary school English language teachers was the document which was analyzed on the assumption that evaluating such documents can help to identify issues affecting the performance of teachers. The analysis was conducted based on the guidelines adapted from Nation and Macalister (2010) Richards (2001) and Cunningsworth (1995). The checklist consists of 17 items under five major categories. The contents and objectives of the courses were studied against the checklist adapted.

The analysis majorly focused on the organization, appropriateness and adequacy of the contents of the courses included in the curriculum to enhance the trainee teachers' performance of teaching the language. Focusing on these issues enabled me to draw conclusion whether the training equipped the trainees with the content knowledge and teaching skills required to teach English language at primary schools. The evidence gained through the analysis was then used to decide whether or not the aspects involved in the training curriculum are adequate and appropriate to promoting the training of teachers.

3.5.3 Classroom Observations

In addition to the above instruments, I used classroom observation for this study as it helped me to gain firsthand information regarding the teachers' actual performance of teaching English language and the effect of the training that they have received on their actual performance. The observations focused on the teacher' proficiency in English language and their teaching skills which are the major issues of the training program to English language teachers. The checklist items for the observation are 29. These items are organized under five major areas, such as

content knowledge, pedagogical knowledge, pedagogical content knowledge, classroom organization and instructional support. These areas of focus are developed based on the knowledge-base categories of the English language teacher training curriculum which was evaluated in this study. This helped me triangulate the data from document analysis and validate the teachers' and TEs' claims. This enabled me to capture the competence of the teachers to communicate their lessons intelligibly, classroom management skills, and assessing students' learning. In addition, the observed scenario was helpful for the emergence of interview questions since the post-observation interviews were conducted in light of the teaching performance of the teachers and engagement of students during each session.

I explained the purpose and procedures of the study to the participants with the help of school directors. I then observed the English language teachers' classrooms in the nine primary schools. I observed nine teachers' classrooms twice each. Two rounds of lesson observations were conducted for each teacher. Each observation lasted for 35 minutes on average. In total, the classroom observation covered 18 lessons taught by nine different teachers from March 19 – December 16, 2023. Each session lasted for an average of 38 minutes. These non-participant observations were aided by audio-recordings using digital recorder (OLYMPUS Digital Voice Recorder VN-713PC) and note-taking to capture data on the content knowledge and the teaching skills of the teachers. Since the teachers felt uncomfortable to be video-recorded, I was unable to capture the live video of the teachers in the classrooms.

3.5.4 Interviews

Among the three different forms of interview, this study employed semi-structured interview with 10 leading questions for teachers and 9 questions for TEs. I prepared the items. This form of interview was preferred because it provided flexibility and allowed deeper understanding during the pilot study. Such type of interview also allowed for more flexibility while still focusing on core questions, and on the other hand, it permits the participants to do more elaboration and explanations based on the follow-up questions that posed. Furthermore, interviews were used to validate questionnaire data. The interviews were conducted with 9 teachers whose classrooms were observed and 6 English language TEs of Dessie College of Teacher Education. All the interviews with the teachers and TEs were conducted by me.

The interviews with the teachers were conducted in light of what were observed in the actual teaching. Since each interview was conducted immediately after each classroom observation, emergent questions were asked based on the observed scenario in the classroom. The interviews focused on the training expectations of the trainee teachers before they joined the college, the adequacy of the training that they received to cover the needs of primary school English language teachers and whether the training considers their expectations. In addition, the teachers were asked why they acted the way they acted in the classroom, what were the challenges they encountered during teaching, the strategies they utilized to teach the specific lesson observed, and their efforts to employ active learning. Since the teachers preferred Amharic over English, the interviews were conducted in Amharic. This has allowed the participants to express their thoughts freely and without linguistic obstacles. The interview with the TEs was conducted with the ground that they reveal insights about the institute's perspectives. The TEs' interview targeted their reflection on the strengths and weaknesses of the training curriculum, the adequacy of the training delivered to the trainees, and whether the training covers the reality of the primary schools where the graduates work. The interview with the participants lasted for an average of 15 minutes. I recorded all the interviews using digital recorder (OLYMPUS Digital Voice Recorder VN-713PC).

3.6 Procedures of Data Collection

English language teachers who graduated from TEIs in Amhara Region were surveyed about their training expectations and the adequacy of the training that they received from these colleges. To collect data for the research questions, the following procedures were used.

The data collection task was started in October 2022 with a document analysis focusing on the teacher training curriculum. This document was borrowed from Dessie College of Teacher Education. A questionnaire was also used in this study. It was distributed to all (53) the English language teachers found in the primary schools of Kombolcha town. The questionnaire was designed to reveal the targeted teachers' training expectations and the actual training that they have received from teacher training colleges. The participants were instructed to fill out the questionnaire carefully and ask for clarification if needed. Contact numbers were exchanged to facilitate this. Due to the pilot study, it was only a few participants needed for clarification. In

addition to this, translating the items into Amharic language has avoided the linguistic challenge that the respondents might face.

Respondents were asked to fill out the questionnaire and return it the next day so that they could have ample time and provide their genuine responses regarding their training expectations and training accounts. The collection of the questionnaire was facilitated by the directors of the schools where the teachers have been working. Of the 53 teachers, 47 were included in the analysis as the others were graduates from colleges outside the region. Questionnaires from teachers who graduated from colleges outside Amhara Region were excluded due to curriculum differences.

Thirdly, I conducted the observations of the classrooms of randomly selected 9 English language teachers. Observations were scheduled at time that suited each teacher. I observed a total of eighteen lessons taught in the primary schools from March 19 – December 16, 2023. The lessons observed in the primary school classrooms were on modal verbs, listening, comparative adjectives, passive voice, present tense, synonyms and antonyms, apostrophe, adverbs of frequency and present perfect tense, and these lessons were taught in grades 5, 6, 4 and 3 English language classrooms. These sessions were recorded using digital recorder. I also employed personal notes to collect the data regarding the actual teaching practices of teachers in these primary school classrooms. It appeared that the appropriate place to sit and record was the middle of the classroom. This was found safe distance to capture the teachers and pupils' voices from every corner of the classroom. The observation data enabled me to obtain classroom data that revealed the teachers' English language proficiency and their teaching skills. They were then used to evidence the degree of competence the English language teachers revealed in using the target language and in teaching English in primary school classrooms.

Finally, the interviews with the teachers and teacher educators were conducted in the primary schools' compounds and the TEs' offices respectively. The interviews were scheduled and conducted at times and places convenient to the interviewees. These interviews were conducted mainly in Amharic depending on individual's preference. The interviews with the TEs were conducted in their respective offices as per the schedules agreed up on with them. However, I had to arrange and cancel various schedules with one of the TEs before I was able to conduct the final interview on March 27, 2023. The interviews with four of these TEs were conducted in

Amharic while English was used with the other two TEs. On the other hand, the interview with the teachers whose classrooms were observed was conducted in Amharic immediately after every observation.

The interviews were audio recorded, and the TEs were given copies for review and approval. After securing the permission of all the interviewees, the audio recorded interviews were transcribed and analyzed.

Generally, the document review was conducted first followed by collecting data through the questionnaire. Then the teachers' classrooms at the primary schools were observed and the trainees were interviewed. Finally, the interviews with the TEs were conducted.

3.7 Data Organization and Analysis

Data analysis involves understanding the data, interpreting its meaning, discussing its implications. The study used a mixed approach to analyze both quantitative and qualitative data. In order to analyze the questionnaire data and assess the effectiveness of the training, descriptive statistics (percentages, mean and grand mean) were used. The grand mean is the overall average score across all respondents to the questionnaire items with similar theme. It measures the central tendency that aggregates individual responses which shows the general trend of the data. It is calculated by averaging the mean scores of each item. It is used, in this research, as a benchmark to compare the significance of the training expectations of the trainees and the adequacy of the received training (Lindner & Lindner, 2024). The mean of each item was compared to the grand mean of the entire items. The results for each category were then interpreted from the perspective of the effectiveness of the training to meet trainees' expectations.

The questionnaire data were organized based on the number values on the five-points scale (very adequate, 5; adequate, 4; I am not sure, 3; inadequate, 2; and very inadequate). The teachers' responses to each of the codes that fall between the first two scales (5 and 4) are taken as 'adequate' and below the middle scale (3) are considered as 'inadequate.' Similarly, the number values on the five-point scale (5=very high, 4=high, 3=not sure, 2=low and 1=very low) imply the training expectations of the teacher trainees. The teachers' responses to each of the codes that fall between the first two scales (5 and 4) are taken as "high" and below the middle scale (3) are

considered as “Low.” Finally, the correlation between the two major aspects of the questionnaire (teachers’ training expectations and the actual training that they have received from the college) was done. In order to know the correlation, Spearman’s rho was calculated since the data collected was ordinal. The analysis of this quantitative data was supported by the use of statistical software known as Statistical Package for Social Sciences (SPSS) version 26.

The open-ended item of the questionnaire yielded qualitative data for the purpose of obtained information with regard to the views and recommendations of the teachers for the improvement of the teacher training program. The data drawn from this item was then combined into themes of the other qualitative data.

The next data analyzed was the data collected through the document analysis. The analysis focused on the curriculum’s adequacy and appropriateness for training primary school English language teachers. The specific English language courses were categorizing based on Day’s (1991) language bases.

The contents and objectives of the English courses suggested in the curriculum were reviewed meticulously and then described in terms of the knowledge and skills they could contribute to preparing trainees for the primary school contexts. The interpretations of the results were also done in light of the expected competence that the Ministry has ratified with regard to primary English language teachers training. Such methods were also utilized in various countries around the world. For instance, Eret (2013) investigated Turkey’s teacher training programs and Dagarin and Andraka (2007) evaluated the adequacy and relevance of the EFL syllabus in Slovenian and Croatian primary teacher education programs to promote primary EFL teachers’ actual classroom performances.

Besides, the transcription of the audio recorded lessons and the notes taken from the classroom observations were codified, and clustered under each of the major descriptors (proficiency level and teaching skills of each individual teacher). This was the selective coding stage. These coded data were further analyzed to demonstrate each of the observed teachers’ competences on language proficiency level and English teaching skills. This was done by analyzing the teachers’ abilities to present the specific lesson, the appropriateness of the procedures he/she set to achieve the objectives and the procedures employed during the actual teaching performance as well as

the language accuracies drawn from classroom notes. All these were compared and contrasted among each other. This was done in order to discover each teacher's performance.

Next, as was done with the data collected through classroom observations, the recorded interviews were transcribed and coded. The coding and categorizing tasks included stages of coding – open-coding, axial coding and selective coding. Then the coded data were categorized under several themes based the similarities between the codes. The codes were further clustered into the major categories identified (training expectations and received training). I displayed and analyzed sample extracts and the generalizations made to triangulate the results obtained.

3.8 Validity and Reliability

Validity and reliability are the key issues to ensure the accuracy and credibility of a research. In this mixed study, I used multiple techniques, including document analysis, interviews, observations, and questionnaire data to ensure data validity. The content validity and the construct validity of the questionnaire were assured by submitting copies to colleagues and the supervisor, and comments were gathered and revision was made accordingly. The comments and suggestions regarding content validity provided by my colleagues include the potential of the questions to address all relevant dimensions of English language teacher training, and the relevance of the items to the objectives of my research. On the other hand, the construct validity was assured by addressing whether the questions are designed in accordance with theoretical framework, clarity of instructions and items, and whether the items are meaningful to yield the needed information. In addition to this, involving all the primary school teachers significantly enhanced the validity of the study.

To be able to attain the methodological goal of the study, maintaining the reliability of data collection and analysis procedures was an essential task. For this reason, the questionnaire was piloted. Besides, I calculated Cronpach's alpha using SPSS (version 26) and obtained a value of 0.770. This number indicated high reliability of the questionnaire. The Cronpach's alpha is used to assess the internal consistency reliability of the questionnaire. It was used in this study because the data are ordinal. In addition, the scale in the questionnaire did not measures multiple constructs and there is not missing data identified. Furthermore, the questionnaire in this study does not involve larger number items which may artificially inflate the alpha value. Then, audio

recording of the interviews adds to the validity of the data. As Creswell and Clark (2018) propose, using multiple data collecting tools increased the study's overall reliability. Triangulation was done by using four data collecting tools. The period of observation was also long enough to get in-depth data. Observing the same aspects in nine teachers' classrooms that share analogous characteristics two times, for forty minutes each, further contributed to the reliability and validity of the collected data.

Generally, the reliability and validity of the instruments was ensured through first, triangulation. To ensure the accuracy and credibility of this mixed methods study, I employed multiple techniques to triangulate the data, including document analysis, interviews, observations, and questionnaires. Questionnaire validation was the second technique. In addition to the peer reviews and revisions, involving all the English language teachers of the primary schools further enhanced the study's validity. With regard to the reliability measures, in addition to the calculated Cronbach's alpha result, the pilot study conducted, the audio-recording of the qualitative data, and the prolonged and repeated classroom observations of the same aspects further strengthened the reliability and validity of the collected data.

3.9 Ethical Considerations

In the course of this research, I followed ethical guidelines suggested by Addis Ababa University to protect the rights of the participants. In particular, I considered three issues: informed consent, confidentiality and researcher bias. I collected permission from the concerned officials, such as education bureau of Kombolcha City Administration and Dessie College of Teacher Education, and directors of the respective primary schools. Prior to the commencement of the study, I visited the targeted schools and college for the study site. The visits and talks that I carried out were a good opportune moment for me to establish a friendly rapport with the potential research participants, and discuss the aim of the study. This in turn boosted the participants' confidence in me and helped them to express their ideas freely. I also explained the purpose of the study and assured the participants that their responses would remain confidential and anonymous.

Each of the participants interviewed was asked to review the recording as well as transcribed interviews. This was especially practical with the case of teacher educators. During this time,

each participant was asked to give consent that the information provided in the transcribed interview document was accurate and aligned with his/her views and opinions.

Additionally, I ensured the participants' anonymity to protect them from any potential risk. I also guaranteed interviewees that their information would remain confidential and their personal details would not be disclosed without their consent. To assure the anonymity of the information gained from these participants, I used pseudonyms. Thereafter, participant teacher educators were called TE1, TE2, TE3, TE4, TE5 and TE6 while participant teacher trainees were called Teacher-1, Teacher-2... Teacher-n.

CHAPTER FOUR

RESULTS OF THE PILOT STUDY AND MEASURES TAKEN

4.1 Introduction

Conducting a pilot study has different values. One of these is its serving as a trial to evaluate the feasibility of the main study. In addition, it is helpful to test the reliability and validity of the instruments of data collection. Besides, it helps to evaluate the likely success of the proposed research design and methodology. Finally, a pilot study helps me to be familiar with the research process by engaging in a pilot study.

Therefore, this chapter provides the description of the participants involved and the methods of data collection and analysis. Specifically, the chapter presents the sample and sampling techniques, descriptions of the data instruments and procedures of collection, validity and reliability of instruments, data analysis and lessons drawn from the pilot study. The results of the finding and its contribution to the main study (i.e., the problems faced and the lessons learned) are also included in the chapter.

4.2 Samples and Sampling Techniques

I followed the mixed research approach in order to conduct this descriptive correlational pilot study. It was conducted in Kemissie College of Teacher Education which is one of the ten teacher training colleges found in Amhara Regional State. The college was randomly selected. The college provides three-year teacher training program for teachers who teach at primary schools in the region. Teachers of primary schools were targeted because this is the level where children's conceptions and ways of accessing knowledge are constructed and transmitted.

The study considered all third-year students of the language program of the college because they were small in number (n=61). All of these prospective teachers were targeted to respond to the questionnaire. The teacher trainees were grouped into two sections (Section A and B). The trainees were from different linguistic background, majorly Amharic and Oromiffa. As a result, the questionnaire was prepared both in Amharic and Oromiffa. The participants were then altered to take any of the versions. As a result, the participants took and filled out the version of their preference.

In addition, the trainee teachers for the interview were selected using simple random sampling. Besides the student teachers, I involved all the teacher educators (n=4) for the interview since their number was small and manageable. All the teacher educators have master's degree in Teaching English as a Foreign Language (TEFL) and more than five years of teaching experiences.

4.3 Description of the Data Collecting Instruments

Prior to the collection of the data, I tried to establish rapport with the teacher trainees and TEs. This was facilitated by the head of the department. Both the teacher trainees and the TEs were, then, briefed on the general purpose of the study and the process of gathering the data.

The questionnaire, which has 61 items, was adapted from different sources, such as Texas Essential Knowledge and Skills (TEKS, 2016) model, and Kiely and Rea-Dickins (2005). These sources were chosen because of the findings of previous researches (e.g. Messaoudi, 2017) in Algeria and Dereje (2012) in Ethiopia regarding the various facets of theoretical knowledge which are expected to be included in EFL teacher training. These sources provide standards which are useful to evaluate language education programs and preparation of teachers. The items were divided into three parts, namely training expectations (open-ended), effectiveness of the curriculum components and effectiveness of the received training.

The teacher trainees were met during their class time with the help of the Head of the Language Department in order to distribute the questionnaire. They were made to return back the questionnaire on the same day. In addition to the explanation given in their classroom, I gave them my contact number so that they could communicate me for clarifications and assistance. I then recorded the items for which the respondents sought helps, and made modifications and rectifications for the main study.

The semi-structured interviews were designed to get oral and extended discussions from the teacher trainees and their trainers on the adequacy of the training delivered to prepare the trainees to teach at primary schools. The questions surrounding the adequacy of the training covered linguistic knowledge, content knowledge, pedagogical knowledge, instructional strategies, assessment, professional development, and practical application. By making arrangements with the TEs, suitable time was fixed for the interview with them. Most of the

interviews were conducted in Amharic while one of the interviews was conducted in English language. Amharic was used because of the preference of the TEs. The interviews with the teacher trainees were conducted in Amharic immediately after they returned back from their teaching practice (practicum) at primary schools. The interviews were conducted in light of what they experienced during their teaching practices. This was done on the assumption that the teaching practice had given them the opportunity to identify the strength and weakness of the training program and suggest for further improvement. Amharic was used since the interviewees assured that they do not face difficulty to communicate their ideas in Amharic since they are from multilingual community. Furthermore, they were asked for the language of their preference for the interview.

4.4 Procedures of Data Collection

The pilot study was conducted in the second semester of 2021/2022 academic year (2014 E.C.). I intended to conduct the pilot study in the first semester between September and December 2021. However, it was impossible to carry out the pilot study as planned due to the instability in the study area (the war between TPLF and the Federal Government). As part of the study, I have accomplished some preliminary activities. To retrieve genuine data relevant to the study in focus, permissions were secured from the Department Head, the TEs and teacher trainees by revealing myself after providing them with the letter of support I collected from AAU, DFLL. After obtaining permission from the Department and TEs to include them and their students in the study for the interview and for filling the questionnaire out, I scheduled the questionnaire and interview time.

The study involved both quantitative and qualitative data which was collected using questionnaire and interview respectively. I distributed the questionnaire during class time in the presence of the Head of the Department. All the teacher trainees were made to respond to the questionnaire; however, three of them did not return the questionnaire back. Hence, the pilot study was conducted based on the filled in and returned questionnaire by 58 teacher trainees.

On the other hand, the semi-structured interviews with the sample teacher trainees and the TEs were conducted after the teacher trainees returned back from their teaching practice. The interview with the TEs was conducted in their respective offices while the interview with the

teacher trainees was conducted in the college compound. All the interviews were recorded using a digital recorder (OLYMPUS Digital Voice Recorder VN-713PC).

Though the study utilized various methods and procedures to achieve the research objectives, the questionnaire and interviews were employed to check if the research instruments were working according to the specific objectives, plans and procedures. These instruments were commented by the advisor and friends and checked their dependability, and they are employed to identify potential problems by administering to groups of respondents who were later excluded from the main study.

After the data had been collected from the teacher trainees and TEs through the questionnaire and the interviews, the responses were inspected. The qualitative data gained through the interviews were transcribed, coded and categorized thematically. This activity ranged from open coding to selective coding. Furthermore, the quantitative data were screened, and data manipulation was done using SPSS version 24 in order to conduct the correlation.

4.5 Validity and Reliability of Instruments

Even though the data gathering tools were adapted from a familiar source and were checked their suitability to generate data for the intended purpose, I have made some modifications and changes considering the research setting and the level of the respondents. Hence, it was felt very important to check the validity and reliability of the tools before they were going to be utilized in the main study.

The aim of the questionnaire was to find out the training expectations of the teacher trainees and their insights regarding the adequacy of the training to develop their content knowledge and teaching skills.

To achieve the validity of the instruments, the comments of the supervisor and comments from my colleagues regarding the content as well as the face validity were collected. The Oromiffa version was critically reviewed by speakers and professionals of the language from Sebeta Special Needs College of Teacher Training and teacher educators from Kemissie College of Teacher Education. All the relevant comments were considered during revising the instruments. The comments focused on the relevance, adequacy and suitability of the items incorporated during revising the instruments, and they helped me to see the construct validity of the items.

After making the changes based on the comments, the interview was conducted, transcribed, crosschecked with the interviewees for credibility purpose. Then, the analysis was conducted.

4.6 Data Organization and Analysis of the Pilot Study

The data that revealed the teacher trainees' expectations from the teacher training program and their evaluation of the actual training that they received were elicited from the questionnaire and the interviews conducted with both the trainees and TEs. The analysis made on the data gained from the questionnaire (close-ended questions) was quantitative while the analysis of the data captured from the interviews and open-ended items of the questionnaire was mainly qualitative. Thus, methods of analysis of both the qualitative and the quantitative pilot data are discussed hereunder.

4.6.1 Analysis of the Quantitative Data

The data which were obtained from the teacher trainees through the questionnaire (close-ended questions) were analyzed quantitatively. In preparing the questionnaire data for the analysis, the data were collated, tabulated and entered into SPSS (version 24) software to generate results which describe pilot teacher trainees' expectations from the teacher training program, and the actual training that they received. In analyzing such data, descriptive statistics was used so as to describe and narrate their training expectations and their evaluation of the actual training in terms of its adequacy and effectiveness to help them teach English language at primary schools on two major issues – subject area knowledge and teaching skills. The participants' responses were categorized and coded in terms of the themes pertinent to answering the research questions.

In order to discover their expectations of the training and their readiness to teach English language to primary school pupils, correlations were made using Spearman rank correlation coefficient (r). This statistical measurement was used to examine the relationship between the expectation of the teacher trainees regarding the training and their received training (content knowledge and pedagogical skills).

4.6.2 Analysis of the Qualitative Data

The qualitative information which was elicited for the study was collected through interviews and open-ended questionnaire items. The interviews were conducted with teacher trainees and

teacher educators of Kemissie College of Teacher Education, whereas, the open-ended questions of the questionnaire were used to collect qualitative data from the teacher trainees.

The qualitative information gathered was transcribed and translated into English. Next, transcripts of the interviews were categorized under the themes emerged from the data. The collected data which was categorized under each code was read time and again until the major themes were understood and recorded. The captured qualitative data that depicts teacher trainees' expectations and received training were also thoroughly studied and clustered following the codes – teacher trainees' subject area knowledge and pedagogical skills. The data labeled under the codes were brought together. This combination of data was further read and refined to identify the major themes – training expectations of the trainees and the adequacy and effectiveness of the actual received training.

The finding thus revealed the expectations that the trainees brought into the training. The findings were further evaluated and explained using the reviewed literature on the teaching and learning of EFL, paying special emphasis on the trainees' training expectations and teaching of English language to primary school children.

Finally, as stated earlier, at the stage of the interpretation, findings from both qualitative and quantitative data were consolidated and discussed in terms of the main strands which describe the training expectations, the adequacy of the training to cover the relevant contents and the relationship between the expectations and the received training. Then based on the findings of the study, the lessons gained to conduct the main study and the measures taken were discussed.

4.7 Results of the Pilot Study

The analysis of the data collected to pilot the study indicates that the student teachers have some genuine expectations of college. One of the expectations that they expressed during the interview is related to study task. They stated that they expected to struggle in coping up with the college tasks because they viewed enrolling at college as expected to be in charge of their own study habits. With regard to the consideration of this expectation by the training they received, most of the interviewed respondents did not perform as they expected and scored lower than they expected in their courses. Some of the trainees had considerable difficulties both because they

lacked a firm understanding of key concepts or had inappropriate study skills. The gap between prior expectations and experiences is particularly wide regarding students' predictions of the level of academic difficulty they would experience and the difficulty that they experienced.

In relation to the courses, most of the trainees expected to attend more courses of speaking and writing skills. However, the trainees often indicated that there is not enough room for learning speaking and writing skills due to the tight schedule and time constraints though they expected more sessions on these skills in the college.

In addition to the study skills, the participants uncovered their expectations in relation with the teaching styles of their teacher educators. Following the initial identification of students' endorsements of expectations revealed most of the participants anticipated little difference to the style of teaching they had encountered before while some others anticipated that the pace at which teaching and learning takes place would be too fast. Besides the pace, the participants expected different teaching approach than their previous experiences back on the secondary schools where they experienced teacher-centered instruction in their secondary school years and expected more student-centered approach at college. However, this demand of the trainees was not met in the college since most of them stated that most college sessions were dominated by lectures and teacher talk. Another expectation of the participants was related to emotional challenges during the college training. One of the most cried out emotional challenges expected by the participant was anxiety while others were naively optimistic of being successful. Their anxiety is highly related to meeting new people and the challenges of the work awaiting them at college. The participants stated that they experienced anxiety in foreign language classes more than expected.

Some of the respondents also declared that they expected to meet competent teachers both linguistically and pedagogically. This ambition was based on the fact that they were taught by incompetent teachers in their school year. As a result, they wanted to be better teachers after the completion of the pre-service teacher education program. However, when they evaluated their teaching practice, they stated that they did not meet their expectations in this regard. The expectations of being a good teacher and the trainees' experience during the practicum do not match. Some of the respondents seem over anticipated about their own capability to implement the skills learned in the college. Though they expected to successfully apply what they had

learnt, most of the trainees revealed that they encountered a problem of applying what they have learned while they teach at primary schools. This knowledge of the trainees concerning their failure to apply what they have learned to the classroom situation shows a gap between theory and practice.

Though the trainees had good reputation for themselves before they started the practicum, it was realized during the practicum that their expectations of teaching effectively were not met because of their deficiency of essential skills to be used while teaching. These skills include listening and responding to accordingly, using differentiated instructions to cater different learning styles and to handle espoused multiple intelligence in the classroom. This implies that they need to be educated what to do with this. The TEs added that one of the possible factors that hindered the realizations of the trainees' expectations can be the failure to consider the situation of teaching English at primary school in the language teacher education syllabus. Another possible factor can be the mismatch between skills that pre-service teachers gain in the scope of teacher training at college and the teaching practices at primary school. This is because the school atmosphere, pre-service characteristics, lesson plans and physical conditions are different from that of the trainees' experience at college.

The findings suggest that trainees know what they need from the college to be successful: work that is relevant for them and their goals, along with good relationships with fellow students and staff. The findings show that while some students were aware of the potential challenges ahead, there was generally little understanding of how they need to adapt their learning practices to meet those challenges. This raises the question of whether colleges could do more to provide a more realistic and informed picture of the student role in this new learning environment.

The expectation that the college has 'helpful, friendly teaching staff' had not been met. Such information would indicate a general need for more staff–trainee interaction and mutual understanding.

4.8 Lessons Drawn from the Pilot Study

Taking the results of the pilot study into consideration, the following actions were taken to pave the road for the main study:

The first lesson drawn is related to the issue emphasized in the study. The analysis of the data of this pilot study depicted that the research questions designed in order to assess the training expectations of the trainees, the adequacy and effectiveness of the training that they received, and the relationship between these variables are researchable. This is because the findings of this pilot study indicate that there is a link between what teachers expect from their training and the actual training they received. In other words, the preliminary findings were found as indicators of the feasibility of the main study, and I continued conducting the main study. Hence, investigating this relationship could provide valuable insights into the effectiveness of teacher training programs, identify areas for improvement, and ultimately enhance students' language learning. This was done after revision and corrections of terminology and/or procedural problems with regard to the use of instrument of data collection (questionnaire, and interview) were made. Furthermore, I have acquainted myself with the use of statistical instruments to analyze quantitative data. Transcribing, translating, coding, categorizing codes and analyzing qualitative data based on grounded theory were other significant skills that I have developed during the pilot study.

Some of the specific research questions, such as the extent of the helpfulness of the training to help the trainees to teach at primary schools, were found a little bit vague and required further clarification and expansion. As a result, clarifications are made on some of the research questions. The clarification includes simplifying the language, merging some questions, and avoiding irrelevant expressions.

With regard to the method of data analysis, Pearson's Correlation Coefficient was used in the pilot study to determine the strength of the relationship between the variables. However, I changed my mind to use Spearman rank correlation coefficient because of the nature of the data.

Concerning research sites and number of participants, some changes were made in the main study. The research site where the pilot study was conducted has hot weather condition, share boarder with South Wollo Zone and most of the inhabitants are both agrarians and merchants. Hence, the participants of the main study have similar background, such as weather condition, familial and economic background with the participants of the pilot study. There is similarity between Kemissie and Kombolcha in this regard. Besides the site, the number of participants in the pilot study was larger than the trainees in Dessie College of Teacher Education because of

change of curriculum and program in teacher education colleges as declared by the Ministry of Education. As a result, I was forced to consider primary school English language teachers who graduated from CTEs. Since most of the TEIs in Amhara region are promoted to offer bachelor degree and stopped providing teacher training at diploma level for primary school level teachers, I was obliged to consider the graduates of such colleges who are currently teaching in primary schools.

With regard to the instruments of data gathering, it was found that they are suitable to elicit the needed information though they required some rectifications. Most of the items of the data collecting instruments found sufficiently detailed and capable to answer the research questions.

Some of the trainees were found putting the (v) mark two times for an item in the Likert scale. Hence, I got a lesson that the trainees needed further information and guidance on how well they should respond to every part of the questionnaire. It was also found that the last part of the questionnaire lacked instruction. It was the table with items to be rated presented to the participants. The format of the tables was also another area where revision was made on. The items of both the expectations and received training were presented in the middle column while the rating scales for the expectations and received training were placed at the right and left columns from the items respectively. As a result, an instruction which requires them to rate the competence of their teacher educators was added to this part in the main study. In addition, the tables that contain the items regarding training expectations and received training are presented separately in the main study.

Besides the instructions and format of tables, the number of the questionnaire items (62 questions) was found large and some items needed focus. In addition to the numbers, I noticed that some of the questions, like items 59 (standardized tests used in language learning programs) and item 46 (gaining an understanding of different views and perspectives on the subject), were not answered by the pilot trainees probably because of unfamiliar expressions, such as standardized test, developmental characteristics and perspectives of the subject, incorporated and the structure of the sentences. Hence, words and expressions which are beyond the respondents' level were revised and changed while administering the questionnaire for the main study. The change included simplifying and or replacing the vocabulary by other simple and understandable words and revising the sentences. The questionnaire has been then revised in line with what I

have felt appropriate to be revised taking lessons from the filled in questionnaire and the difficulties that the trainees faced during responding to the questions. This has helped to minimize the difficulty level of the questions. For example, the expression “the nature of language” is changed to “basic concepts of language.”

The pilot study disclosed that enquiring student teachers to fill in the questionnaire and return the day it was dispatched were found unworkable as all demanded more time. Thus, the participants of the main study were required to complete the questionnaire and return the next day after it is dispatched.

Conducting the semi-structured interviews were also good experiences for me to formulate new and pop-up questions based on the responses of interviewees. In addition, the pilot study taught me that I have to use the language of the participants’ choice to interview them for the main study in order to avoid linguistic challenges. As a result, the participants of the main were given the opportunity to choose a language of interview.

The discrepancy between the responses of the trainees regarding their knowledge of the subject matter and their readiness to teaching the language, and the reports of the teacher educators regarding these issues led me to consider two points before administering the questionnaire for the main study. First the discussion I had with the pilot student teachers and teacher educators about the sole purpose of the research prior to conducting the interviews and having them fill in the questionnaire might not be sufficient to convince them to truly reflect to the questions in the questionnaire. Second, the three-point-scale (Excellent, acceptable and weak) the pilot questionnaire used might not give the student teachers enough options to truly rate their expectations of the training and the development of their content knowledge and teaching skills. Therefore, they were revised and changed into a five-point-scale which range from very adequate to very inadequate.

In addition, using two instruments was not sufficient to describe the issue fully. Therefore, document analysis and classroom observations were designed and added as additional instruments to obtain a complete circle of the issue in question.

In sum, the pilot study significantly influenced my main study in refining the research questions. This was manifested through revealing ambiguities that required further clarification, feasibility

of the study within the time framework and available resource, and the relevance of the research questions. Additionally, the pilot study had implications to improve the research methods. This included refining the instruments which led to improvements in the final instruments, and helping me to try out data analysis techniques and identify their limitations. Furthermore, the pilot study was helpful to increase my confidence, identify potential challenges and improving my time management skills.

4.9 Conclusions

It was discussed at the beginning of this chapter that the purpose of conducting this pilot study was to try out the research instruments and procedures of data gathering, and methods of analyzing the data. Furthermore, the adequacy and validity of the items included in the instruments was checked. The participants of the pilot study were 61 student teachers and 4 teacher educators of Kemissie College of Teacher Education in 2014 academic year (E.C.). The data were gathered using questionnaire and interviews.

The result of the pilot study indicates that the research methodology designed and the procedures discussed to pilot the research instruments (the questionnaire and interviews) were found potential to meet the research objective set earlier. The leading questions included in the semi-structured interviews were found appropriate to be used without major change for the main study. The result also showed that there were some items which were difficult for the trainees in terms of vocabulary choice (diction) and sentence structure. As a result, the terms and expressions used in the questionnaire were revised and simplified as per the problems identified in the pilot study. There were also some items which have no relation with the contents of the training program and less relevance to yield the needed information. Therefore, such items (e.g., the use of ICT, the conventions of written and spoken communication) were discarded from being used in the main study. The preliminary analysis, therefore, justified that the research questions were viable and that the reliability and the validity of the research instruments as well as the procedures followed were enhanced to generate data that could show trainees' training expectations and the effectiveness of the received training to meet their expectations as well as to deliver effective teaching for primary school pupils.

CHAPTER FIVE

RESULTS OF THE MAIN STUDY

5.1 Introduction

The main purpose of conducting this research was to assess the relationship between the training expectations of primary school English language teachers of Kombolcha town and the training that they have received. I analyzed and interpreted the data in light of the four specific objectives. The first objective was identifying the training expectations of the primary school English language teachers, whereas the second objective focused on examining the training's quality and scope. The third objective focused on assessing the adequacy of the actual training that the teachers received from the teacher education program to teach English language at primary education level. The last objective was concerned with examining the relationship between the training expectations of the teacher trainees and the training that they have received from the training program.

In order to achieve these objectives, I collected data from the English language teachers of the primary schools found in Kombolcha and teacher educators of Dessie College of Teacher Education using questionnaire, interviews and classroom observations. In addition to these, I analyzed the teacher training curriculum used in the TEIs of the Amhara Regional State. This main study, therefore, presents the analysis, interpretation and discussions of the quantitative and qualitative data collected using these instruments.

5.2 Training Expectations of the Teachers

5.2.1 Results of the Quantitative Data

The questionnaire explores the participants' pre-training expectations regarding the education that they would gain and the actual training that they have received from the TEIs after their admission. The second part of the questionnaire focused on teachers' anticipation regarding the contents of the training in terms of language basics, language acquisition and learning, foundations of language education, methods and techniques of language learning, assessment and experiential learning. The analysis is done based on these themes.

Table 1: Teachers' training expectations on fundamental aspects of language

Item	Responses (Frequency & Percentage)					Sum	Mean
	VH (5)	H (4)	UD (3)	L (2)	VL (1)		
Training on English language competence in terms of the four skills	3 (6.4%)	13 (28%)	20 (42.5%)	5 (11%)	6 (13%)	47 (100%)	2.7
Training on the structure of English language.	1 (2%)	19 (40.4%)	20 (42.5%)	6 (13%)	1 (2%)	47 (100%)	2.7
Training on basic concepts of the language system (e.g. phonology, morphology, etc.)	2 (4.3%)	0 (0%)	13 (28%)	20 (42.5%)	12 (25.5%)	47 (100%)	2.1
Grand mean							2.5

The data in the table above shows that most (34% and 42%) respondents appeared to feel that they expected to improve their English language skills, including grammar, as a result of the training respectively. This implies that they anticipated the training would help them develop their listening, speaking, reading and writing skills. In addition, they expected to enhance their competence in the structure (grammar) of English language. This is evidenced by the mean score (2.7) of each of these items being higher than the grand mean (2.5). Therefore, the participant teachers believed the training would provide them with opportunities to learn about the fundamental aspects of the language. On the other hand, most (69%) participant teachers did not expect to study the basic aspects of English language system which include phonology, morphology, and syntax. The mean result (2.1) for these items was lower than the grand mean (2.5), indicating that these participants did not anticipate this being a focus of the training program. This is likely due to a lack of awareness about these issues among the participants, or the participants did not think that such aspects of the language system are not relevant to teach English at primary schools.

Table 2: Teachers' training expectations on language acquisition/learning

Item	Responses (Frequency & Percentage)					Sum	Mean
	VH (5)	H (4)	UD (3)	L (2)	VL (1)		
How first/second language is acquired	0 (0%)	0 (0%)	7 (15%)	21 (45%)	19 (40.5%)	47 (100%)	1.8
Knowledge of transferring language skills from L1 to English	9 (19%)	16 (34%)	4 (8.5%)	10 (21.3%)	8 (17%)	47 (100%)	3.2
Training on difficulties of learning second/foreign language	4 (8.5%)	17 (36%)	10 (21.3%)	10 (21.3%)	6 (13%)	47 (100%)	2.5
Grand mean							2.5

The table above depicts data on the training expectations of the participant teachers regarding language acquisition. This issue is raised for the fact that teachers' knowledge of language acquisition helps teachers to understand the natural processes involved in language learning, to design meaningful activities, and to identify and address common learning challenges faced by language learners. Most (85%) participants had low expectation of the training covering first/second language acquisition. This is supported by the mean result (1.8) being below the grand mean (2.5). Conversely, over half (53%) of the participants hoped the training would help them transfer their L1 knowledge to learn and teach English. The mean score (3.2) for this item indicates their engagement to learn how to transfer knowledge and skills into another context. Concerning the challenges in learning a second/foreign language, 44.5% expected the training to include such component while 34.3% of the participants did not anticipate learning about these difficulties. The mean result (2.5) for this item is equal to the grand mean (2.5).

Table 3: Teachers' training expectations on the foundation of EFL education

Item	Responses (Frequency & Percentage)					Sum	Mean
	VH (5)	H (4)	UD (3)	L (2)	VL (1)		
To develop your classroom English skills	12 (26%)	21 (45%)	13 (28%)	1 (2%)	0 (0%)	47 (100%)	3.9
To learn the purpose of learning English language at primary school	7 (15%)	12 (26%)	22 (47%)	6 (13%)	0 (0%)	47 (100%)	3.4
How to teach English language to primary school pupils	14 (30%)	24 (51%)	9 (19%)	0 (0%)	0 (0%)	47 (100%)	4.1
Training on how to teach in diversified classroom	8 (17%)	10 (21%)	11 (23%)	10 (21%)	8 (17%)	47 (100%)	3.3
Training on techniques of motivating students to use English & avoid L1	8 (17%)	20 (43%)	13 (28%)	5 (11%)	1 (2%)	47 (100%)	3.6
Grand mean							3.6

The above table presents the participant teachers' responses about their expectations from the teacher training regarding the foundations of language education, such as developing their classroom English, training on the goals of English language learning, teaching methods for primary school pupils, teaching a multilingual and multicultural student population, and motivating students to use the target language instead of their first language in the classroom. The table also presents how the participants rated the actual training on these elements.

The most significant finding from this part of the questionnaire is that most respondents expected more training on most of these issues. For example, 81%, 71% and 60% of the respondents, respectively, stated that they expected the training to cover teaching English to primary schools, improving their own classroom English, and motivating students to use the target language while minimizing their mother tongue. The mean results of their responses (4.1, 3.9, 3.6 respectively) are higher than the grand mean (3.6), demonstrating their greater expectation in these areas.

The participants' responses regarding their expectations of training on handling diverse classrooms were balanced, with 21% expressing high expectations and 21% expressing low expectations. This result may be due to the lack of a visible multilingual population in the studied classroom studied. The mean result (3.3) is also below the grand mean (3.6). Similarly, 22 (47%) of the respondents were unsure about whether they expected to learn about the purpose of learning English language at primary schools. The mean result (3.4), however, indicates that their expectations were low since it is below the grand mean.

Table 4: Teachers' training expectations on methods of language instruction

Item	Responses (Frequency & Percentage)					Sum	Mean
	VH (5)	H (4)	UD (3)	L (2)	VL (1)		
How to design teaching activities & materials	4 (9%)	6 (13%)	16 (34%)	13 (28%)	8 (17%)	47 (100%)	2.7
How to adapt teaching activities and materials to special needs	11 (23%)	19 (40%)	13 (28%)	4 (9%)	0 (0.0%)	47 (100%)	3.8
How to manage classrooms and create positive learning environment	6 (13%)	19 (40%)	17 (36%)	3 (6%)	2 (4%)	47 (100%)	3.5
How to foster independent and collaborative learning to develop pupils' communicative skills	8 (17%)	21 (45%)	8 (17%)	6 (13%)	4 (9.0%)	47 (100%)	3.5
Grand mean							3.4

The participant teachers were asked about their expectations regarding designing teaching activities, adapting them to individual needs, classroom management, and fostering independent and collaborative learning. Additionally, they evaluated the effectiveness of the actual training they received on these areas (See Table 10).

Most respondents (63%, 62%, 53%) expected the training to include ways to adapt teaching activities and materials for students with special needs (talent or disability), manage classrooms

effectively and implement independent and collaborative learning methods in their classrooms. However, 45% of the respondents did not expect the training to emphasize developing skills for designing activities and teaching materials. The mean result (2.7), which is below the grand mean (3.4), also indicates this. These teachers may not have expected training on this topic because they rely heavily on textbooks provided by the Ministry of Education or Regional Education Bureau.

Table 5: Teachers' training expectations on assessment techniques

Item	Responses (Frequency & Percentage)					Sum	Mean
	VH (5)	H (4)	UD (3)	L (2)	VL (1)		
How to design and administer assessments	18 (38%)	22 (47%)	16 (34%)	1 (2%)	0 (0.0%)	47 (100%)	4.2
How to use continuous assessment	17 (36%)	12 (26%)	8 (17%)	3 (6%)	7 (15%)	47 (100%)	3.8
How to give corrective feedback to my students	11 (23%)	16 (34%)	16 (34%)	4 (9%)	0 (0%)	47 (100%)	3.8
Grand mean							3.9

The above table presents data on the expectations of the trainee teachers regarding training on assessment techniques. Most (85%) participants expected the training to cover basic concepts, issues and practices of assessment design and administrations for primary school pupils. The mean result for this item is 4.2, which is higher than the grand mean (3.9). In addition, 62% of the participants wanted training on using and applying continuous assessments in English language teaching. The mean result of the responses (3.8) also supports this. Furthermore, most participants (57%) expected the training to help them monitor their students' academic progress through providing corrective feedback on assignments, tests and examinations.

Table 6: Correlation of teachers' training expectations on experiential learning

Item	Responses (Frequency & Percentage)					Sum	Mean
	VH (5)	H (4)	UD (3)	L (2)	VL (1)		
Engaging in peer teaching practices	9 (19%)	16 (34%)	17 (36%)	4 (9%)	1 (2%)	47 (100%)	3.6
Engaging in reflective practices	5 (11%)	6 (13%)	11 (23%)	17 (36%)	8 (17%)	47 (100%)	2.6
Grand mean							3.1

The above table presents data regarding the participant teachers' expectations towards the inclusion of engaging them in experiential learning such as peer teaching and/or microteaching and in reflective practices during the college training. As a result, the majority (53%) of these teachers stated that they expected the training to engage them in more practical sessions such as peer teaching and/or microteaching; whereas 53% of them stated that they did not expect the training to engage them in reflective practices. The mean result (3.6) of their responses on experiential learning is above the grand mean (3.1) of the theme which indicates their high expectation. However, their expectation towards their engagement in reflective practices during the training is low since the mean result (2.6) is below the grand mean (3.1). The teachers' low expectation on this issue may be because of their lack of knowledge about the issue of reflective practices.

5.2.2 Results of the Interview Data

The expectations of teachers who participated in a teacher training program are strongly influenced by their motivation for attending the training. If teachers choose to enroll in a training program, it is reasonable to assume that they have carefully considered the pros and cons, and this significantly influenced their expectations. To assess how the training is perceived and whether it met these expectations, both during the course and in participants' working lives after they have returned to their teaching positions, it would be helpful to identify specific educational expectations, as well as the general professional aspirations.

The participant teachers were asked to express their expectation from the training, as their prior experiences of teaching English language at primary schools have undoubtedly shaped their expectations. This experience is believed to have helped them realize various areas that require attention, such as students' psychological condition, diverse teaching methods and personal approaches, effective classroom management, and understanding various perspectives. As a result, their responses suggest a range of expectations, from a vague desire for professional updates to more specific aspirations. The responses are categorized into several themes and sub-themes as follows.

One of the themes that emerged from the participants' responses relates to trainee teachers' expected teaching approaches. The participants expected more experience-sharing sessions and

the use of dialogue methods in college. In a dialogue method, both the trainer and the trainees contribute to a discussion in a teaching and learning situation, assuming equal roles in the process. The participant teachers anticipated that such training would foster creativity and confidence, thereby promoting professional growth.

The second theme that arose from the interviews with the participant teachers pertains to the relevance of the courses incorporated in the training program. The first sub-theme under this theme is the significance of the courses for professional development. This result validates the current focus and design of the teacher training program. It also reinforces the need to continue offering and potentially even expanding upon the existing courses within the training program. The courses are seen as valuable tools for professional growth and development. Furthermore, there were some comments forwarded by these participants on the strengths and weaknesses of the curriculum.

Trainee-4 asserted, "...there are so many aspects of teaching that are not incorporated in the curriculum of the training, yet they are important elements of teaching." This trainee suggested that certain issues should be considered when preparing training materials and sessions. Among the important courses, Trainee-5 mentioned Child Development and Support, Classroom English, and English Language Teaching Methods. Furthermore, he stated that he expected more courses on phonetics, morphology and syntax, believing that this would enhance teachers' understanding of the linguistic components of the curriculum and improve their ability to teach pronunciation to their pupils. However, there is discrepancy between this result and the result of the questionnaire (Table 1). The result of the questionnaire suggests that many of the teachers might not have fully understood the importance of these foundational areas in effective English language teaching; whereas this finding, from some interviewees, contradicts the majority view but emphasizes the recognition of the important roles of these linguistic elements in teaching. In addition, this particular teacher described the importance of the inclusion of pronunciation in the training.

Another sub-theme related to the relevance of the courses is the need to gain new knowledge and understanding. Most interviewees desired to learn more about the teaching profession. It was clear that the teachers expected to learn new things and be open to new ideas and approaches. More specifically, Trainee-3 expected to gain new insights into English language teaching.

Trainee-1 agreed, stating that he wanted to “become aware of and conversant with the latest developments in language teaching.” Trainee-2 reflected on his teaching practice and sought to learn about new initiatives. Additionally, Trainee-6 hoped to “... get acquainted with new developments in ELT,” particularly new issues relevant to teaching English. The foremost reason this teacher joined the training was to help primary school students learn better. The belief is that teachers who know and can teach effectively can help students learn more. Trainee-4 further expected “...to gain knowledge in educational initiatives and changes.” Moreover, Trainee-3 stated, “I wanted to be a specialist in the subject that I teach.” Trainee-2 also stated that he expected “To learn [about] recent innovations in teaching English language.”

These assertions of the teachers were based on the fact that teachers are facing new challenges in the education world and need to attend teacher training to equip themselves with new knowledge and skills. Therefore, the training program should be relevant and beneficial to the teachers.

The third theme that emerged from the teachers’ responses is related to their expectations for career development. Trainee-5 stated, “I expected to get some knowledge that help me with regard to my own career development. I would have become invigorated and refreshed.” As expected, the teachers believed that engaging in reflective practices would contribute to their career development. The following extract shows that the teachers expected time to reflect on their profession and the teaching and learning at primary school to improve their skills.

... I came on the training for several reasons, some of them were personal ones. I felt that after twelve years of teaching English and Amharic languages, I could do with something fresh and time to sit back and reflect on my position as a teacher . . . and also experience, well, new ideas to enable me really to expand on the work I was involved with (Trainee-6)

This individual, who joined the college with the desire to learn new ideas, expressed a need for something fresh and the opportunity to reflect on her twelve years of teaching English and Amharic language. She was attracted to the training’s potential to help teachers seeking a career change or promotion, as it offers opportunities for gaining new knowledge and expertise. Additionally, she was already involved in providing opportunities for reflection and self-

assessment. Hence, one of the attractions of this training would seem to be its potential to help teachers who are looking for a change and promotion. These factors contrast with Trainee-2's comments.

This particular training was important to me. I felt that I have taught for fourteen years, and I wanted refreshment in my profession. I wanted to get more updated knowledge and skills in my profession. I expected that I would get knowledge and skills which are different but reinforcing to the knowledge and skills which I have got from my previous trainings.

This teacher states that he needed refreshment in his profession through acquiring updated knowledge and skills in the field. In addition to the professional needs, personal needs are stated as triggering factors to involve in the training. Trainee-2 stated

It's only after several years that I've considered wanting to learn . . . I've been quite happy doing what I've been doing, but I think what hit me was that I feel although I've missed promotion opportunities, and if I'm not going to get promotion, it will be difficult to lead my life on such salary and the training might help to lead to some promotion. Thus, I expected to get good knowledge that helps me to be competent and get the promotion

This teacher reflected on his attitude towards learning. While content with his current role, he has realized that he may have missed out on opportunities for promotion. He believed that without a promotion, it would be challenging to live with his current salary. His expectation from the training was, therefore, to acquire knowledge that would help him compete for promotions and potentially lead to career advancement.

In the same token, Trainee-1 stated, "One of my desires was to increase my marketability and qualifications, ...I did see it as an opportunity to increase my qualification for promotion." This teacher expected to increase his marketability and qualification through the training. He believed that the additional training would help him to enhance his chances of promotion independently.

In summary, the participant teachers expected to become better teachers, use multiple methodologies and strategies in teaching, and become more competent for promotion. Some also

responded that they wanted to gain more confidence in teaching their students. At the same time, these teachers expected to understand how to combine and integrate various techniques into their preparation and delivery. Some of them expected to share experiences with other trainees and trainers. Some of these expectations, such as promotions and new developments, are what a competent teacher could reasonably expect to gain. All respondents agreed that quality education is achieved through teachers' pedagogical readiness, active participation in the training, and access to help them acquire the knowledge acquired by the standards.

5.3 The Training Program

As indicated previously, almost all of the components of the teacher training curriculum for English language teachers are found relevant by most of the participant teachers. On the other hand, most respondents revealed that the actual training they received is not adequate on some components. Although the questionnaire indicated this, a single instrument alone does not ensure the reliability of a finding. Therefore, the results of the document analysis are presented below.

5.3.1 Results of the Document Review

This sub-section presents the description and evaluation of each course, emphasizing course objectives, course contents, course conduct (method of delivery), assessment scheme, and course continuity and coherence.

5.3.1.1 Description of the courses

One of the most important prerequisites for effective and quality language education is a clearly defined curriculum with specific goals and objectives (Cuane, 2022). A good curriculum is essential for achieving high-quality training. To incorporate up-to-date contents and promote improvements, a curriculum should be evaluated periodically. Evaluation should be conducted systematically by collecting and analyzing relevant information to assess their effectiveness.

Language teacher training curricula have evolved over time. According to Nation and Macalister (2010), a curriculum must cover language items, skills and strategies. More specifically, it includes objectives, assessment, essential skills, knowledge, and attitudes, instructional tools and classroom approaches. One of the most important elements of a curriculum that designers emphasize is its objectives. The training curriculum for English language learners at the college

involved in this research presents certain specific objectives. Firstly, it aims to provide trainees with general English language knowledge to enable them to communicate their ideas effectively and with the required proficiency level. Moreover, it aims to equip trainees with professional skills for teaching the English in primary schools. In addition, graduates are expected to develop their personal skills.

The curriculum, designed by the Amhara Regional State under the supervision of MoE, emphasizes general and specialized subjects and practices necessary for effective primary education teaching. The Course Catalogue for Language linear Diploma Program (MoE, 2009), ratified by the Ministry of Education, provided information about the program's organization, contents, delivery methods, and how trainees are trained to teach English in primary school classrooms. The trainees receive formal training in general and specific subjects, teaching methods and evaluation, classroom management, as well as education administration. The college classroom-based training is followed by or interspersed with field practicum under the supervision of teacher educators and mentors. The curriculum incorporates core courses that cut across disciplines and are directly related to classroom practice, child psychology, educational philosophy and teaching methods. For obvious reasons, teaching methods are subject specific. The academic content of each specific discipline helps trainees master the theory.

The time allocated for the practical teaching exercises is disproportionate to the time spent acquiring theory. Therefore, the training is designed to provide trainees with both the necessary theoretical knowledge and practical experience in teaching methods and strategies.

Appendix E and F present the list of the courses offered to trainees in the language linear diploma program and their corresponding knowledge bases, as suggested by Day (1991). The English language teacher education program under investigation comprises 46 courses, totaling 110 credit hours and 1792 contact/class hours. When categorized under Day's four knowledge bases, 21 courses (54 credit hours) focus on content knowledge (both major area and Amharic), 14 courses (37 credit hours) emphasize pedagogical knowledge, 7 courses (10 credit hours) focus on support knowledge, and 4 courses (9 credit hours) target PCK.

As the table in Appendix E depicts, the 21 courses that cover 54 credit hours were designed to provided content knowledge. This accounts for 45.7% of the entire curriculum, or almost half

(49.1%) of the credit hours allotted to all the three-year program. Among these courses, only 12 are related to English language (major area of study), while the remained ones are related to Amharic. The Amharic related courses are 9 with a total of 21 credit hours. Hence, major area study has been granted equivalent status to minor area courses in the curriculum. The curriculum is then loaded with less relevant courses for the preparing teachers for primary school English language teaching.

Another 14 courses, totally 37 credit hours, are dedicated to equipping the trainees with pedagogical knowledge. These courses comprise 30.4% of the total course list and 33.6% of the total credit hours of the curriculum. Three (6.5% of the program) of these courses focus on teaching major subject area knowledge. The remaining courses are general pedagogical courses related to teacher development program (TDP), instructional media, psychology, special needs, gender issues and assessment. These general courses cover 78.6% of the knowledge-base category and 24% of the entire program.

Only four courses, totally 9 credit hours, focus on pedagogical content knowledge (PCK). This accounts for only 8.7% of the total number of courses and 8.2% of the total credit hours. Moreover, among the content knowledge and PCK courses, only six are directly related to English language teaching, accounting for a mere 8.7% of the entire program. Consequently, less attention has been granted to major area courses.

Regarding support knowledge, seven courses (15.22%) with 10 credit hours (9.1% of the total credit hours) are assigned. These courses emphasize civic and ethics, sport, ICT and action research. While the inclusion of ICT is beneficial for acquainting trainees with technology for pedagogical purpose, the allocation of two courses to civic and ethical education limits the space for other crucial major area course. Additionally, splitting the courses Sport and Action Research further squeezes the major area courses. The limited credit hours assigned to Action Research also hinder the trainees' ability to practice this skill adequately.

Eleven courses, totaling 39 credit hours, are dedicated to language improvement. These courses focus on developing the trainees' comprehension skills and addressing challenges to enhance their communicative proficiency.

The course map of the teacher education program indicates that 16 courses (34.8% of the program) are directly related to the trainees' specialization. Of these, only four (25%) are specifically linked to English language teaching. Although knowledge sources contribute to the development of diverse teaching English, the program under study prioritizes courses with a less direct connection to the trainees' specialization.

Additionally, the special needs course lacks any content specifically tailored to the needs of English language learners. Regrettably, there is only one major area course related to linguistics. This component of English language teacher training program is underrepresented in the curriculum, as it is solely an introductory course with 3 credit hours. The course merely introduces trainees to introductory aspects of linguistics. As aspiring English language teachers, they require familiarity with more linguistic course, such as phonetics and phonology, and morphology and syntax.

Semester-wise, the eight courses in the first and second semesters prioritize theory over practice. There are only three pedagogical courses. The inclusion of more theoretical courses at the outset of the teacher training program aims to enhance the trainees' academic foundation because they delve into advanced courses.

The first semester of year II, offering 9 courses, includes three pedagogical courses, including Practicum I. This allows trainees to apply their theoretical knowledge to classroom settings. The second semester of this year incorporates ten courses and emphasizes practice over theory, with four pedagogical courses including Practicum II. Practicum II enables trainees work with mentors, observing classes, imitating their teaching practices, and sharing experiences. The trainees also undertake the Action Research course. However, the 2 credit hours allocated to those courses are insufficient to comprehensively cover all the relevant contents. The contents of the course requires more time.

Another important course offered in this semester is Classroom English. The suggested contents, vital to enhance teachers' instructional language, should also include words and expressions usable in earlier English classrooms to increase its practical relevance. Moreover, the expressions should focus on practical knowledge and skills teachers need to enhance their classroom delivery.

In the third year of study, the first semester is entirely devoted to Practicum III and IV. The trainees then engage in assisting the mentors by handling some sessions in Practicum III, and engage in independent teaching during Practicum IV. This is expected to provide more hands-on experience than the previous practicums. The trainees are engaged entirely in teaching and learning-related activities in primary schools and are not engaged in theoretical sessions. This also helps the trainees refine their research area for the second semester.

The second semester includes 9 courses with 22 credit hours, including four pedagogical courses. A single-credit-hour action research course is insufficient for meaningful engagement at this stage of the program.

The teacher preparation program is classified dominantly as reflective (Wallace, 1991) or integrative (Day, 1991). Although the program requires the trainees to exercise the studied theoretical knowledge through microteaching and practicum, some aspects of the training fits into Wallace's applied science model. In addition, since Practicum II requires the trainees to observe their mentors and assist them in Practicum III in primary schools and teach accordingly in Practicum IV, there is the consideration of the craft model. However, it is difficult to say that there are master teachers in primary schools for the trainees to observe and imitate. A master/expert teacher is characterized by extensive pedagogical content knowledge (PCK), better problem-solving strategies, better adaptation for diverse learners, better decision-making, better perception of classroom events, greater sensitivity to text and greater respect to learners (Muluaem et al., 2023). Hence, the teacher training program was designed considering the three models of teacher education, with the reflective model being dominant.

5.3.1.2 Aims and objectives

The course outline of *Communicative English Skills I* (Eng 101) describes that the course aims to develop the trainees' listening and speaking skills. The course aims to equip trainees with skills such as listening for gist, specific information, and detailed comprehension; reading aloud; asking and answering questions; giving informative speech; and storytelling. One of the instructors of the course further explains that the aim of the course is to improve trainees' listening and speaking skills, and to get them to talk and understand others speaking in English.

The interviewee's emphasized the value of hands-on learning and expressed a desire for more opportunities to practice listening and speaking skills.

The results provide some insight into effective teaching and learning strategies for developing listening and speaking skills. For instance, Zhiyong et al (2020) suggests that teachers can ensure learners' speaking and listening skills are developed by providing opportunities for the learners to engage in meaningful conversations, using real-world examples and problems, and providing feedback and support to help them improve their skills. The curriculum for teaching listening and speaking skills in the primary schools can include performance-oriented objectives, techniques, and activities for teaching these skills. By incorporating these strategies into their teaching, teachers can create more effective teaching-learning process that supports student learning and engagement. It is important to provide opportunities for students to practice and develop their listening and speaking skills, and to use real-world examples and problems to help student connect their learning to the world around them. Providing feedback and support can also help students improve their skills and achieve their goals.

The analysis of the course outline of *Communicative English Skills II* (Eng 102) reveals that the course aims to enhance trainees' reading and writing skills, focusing on sentences and paragraph writing, reading comprehension, and discussion participation. In addition, TE-1 said the overall objective of Eng 102 is to improve students' ability to write sentences and short paragraphs, and understanding the gist and specific information from a reading text. Besides, the course aims at improving trainees' skills of taking part in discussions. Instructors can use structured, sustained practice in researching, analyzing and composing arguments to help the trainees develop their writing skills. The course may include using graphic organizers, summarizing and asking questions for teaching reading comprehension.

The main purpose of *Spoken English I* (Eng 203) is to improve trainee teachers' speaking skills in terms of fluency, accuracy and intelligible pronunciation. The course specifically focuses on letting trainees have knowledge about the nature, functions and features of spoken English. In addition, the course aims at helping the trainee teachers develop the skill of pronouncing some selected English sounds in an intelligible manner. The course aims to introduce trainees to the pronunciation of selected words. The course also aims at helping the trainees improve their oral

proficiency on some selected aspects of functional English language and their understanding of spoken English through engaging them in listening activities. However, it is found that these goals of the course are similar with the goals of Spoken English I for undergraduate program.

The other language improvement course that the teacher training program offers is the Listening Skills (Eng 105). The course is directed towards equipping trainee teachers with the ability of listening to various English spoken texts, of taking notes, of learning English and other subjects given in English. These objectives are supposed to be achieved through laying the knowledge of trainees on the theoretical bases of their listening competence. The course is thus not only directed to improve teachers' English language but also to enhance teachers' self-directed learning of other English subjects.

Spoken English II is the extension of Spoken English I. The course aimed at developing the trainees' ability to use the other language functions which are not covered in Spoken English I. Although the contents differ, the overall purpose remains similar to Spoken English I: developing the trainees' oral proficiency and listening skills.

The analysis of *Reading and Study Skills* (Eng 206) course shows that the main aim of the course is to develop trainees' reading skills, specifically sub-skills such as skimming, scanning, guessing meaning from context, inferring, interpreting, and vocabulary knowledge. The course instructor suggests adding an aim to help trainees learn to extract and organize information from texts for better comprehension and retention.

The teacher explained that the course emphasizes teaching trainees to comprehend texts, use contextual clues, and develop vocabulary. But it lacks the content related to note-taking skills. The training primarily focuses on comprehension and context clues, but could benefit from incorporating critical thinking, note-taking, outlining and summarizing skills. Additionally, the Common European Framework of Reference for Languages Council of Europe (2020) provides guidance on language learning, teaching and assessment, including reading comprehension. The framework identifies different levels of reading proficiency, from basic comprehension to advanced interpretation and analysis, and provides illustrative descriptions for each level. By using the framework as a guide, curriculum designers as well as teacher educators can create a more effective training that supports teachers learning and engagement.

The curriculum of *Basic Writing Skills I* (Eng 201) aims to develop trainees writing skills by focusing on sentence constructing skills, sentence combining skills, correction or editing, and developing paragraphs. The course also aims to teach trainees about paragraph cohesion. TE-1 (the course instructor) notes that the course aims to enable the trainee teachers to write sound English sentences, think properly, be critical readers, think in an organized manner, and learn how to put their thought in writing in a logical format. Teaching grammar and sentence structure should also be considered as strategies to improve the trainees' writing skills. In addition, providing feedback and support, and using assessment tools (such as rubrics and checklists) to evaluate their writing should be emphasized during the training so that trainees develop strong foundation in writing and improve their overall writing skills.

The analysis of *Basic Writing Skills II* (Eng 202) course indicates that the course has several main objectives. These objectives include reinforcing basic principles of writing, enabling trainees to express their ideas several main objectives. These objectives include reinforcing basic principles of writing, enabling trainees to express their ideas correctly in terms of both grammar and format, emphasizing and revising grammar, teaching trainee teachers how to correct or edit mistakes, exposing trainees to different genres and formats, and encouraging them to write on a content read and discussed in class. In addition, TE-2, who taught the course, stated that the main objective is to teach trainee teachers how to correct and edit mistakes. The course does not explicitly address developing trainees' independent reading skills in various literary and other texts.

The main objective of *English Grammar in Use I* (Eng 103) is to present the fundamental grammatical features of English language for the improvement of trainees' fluency and accuracy in the language. The course also aims to help trainees apply the knowledge and skills they acquire to communicative situations. According to TE-3, who taught the course, the primary goal of the course is to train teachers how to use English grammar accurately. Moreover, the trainer discussed that the course's objectives have three emphases: teaching what grammar is, how to use it, and how to teach it. These objectives align with the curriculum, which implicitly suggests using authentic materials and contextualizing grammar instruction. This approach familiarizes trainee teachers with suitable for primary school classrooms and provides opportunities for contextualized practice.

The curriculum of *English Grammar in Use II* (Eng 104) aims to reinforce fundamental grammatical structures required for fluency and accuracy in English language, similar to Eng 103. In other words, English Grammar in Use I (Eng 103) and II (Eng 104) have similar aim. Eng 104 also focuses on English grammar through reading, writing and speaking activities. TE-2, who taught the course, stated that the main objective of the course is to teach trainees how to use grammar and other skills interactively, with most of the contents of the course aimed at making revisions of the grammatical items that have already been learned. This instructor also adds that most of the contents of the course aim making revision of the grammatical items that have already been learnt. Such presentation of grammar items was also recommended by Apolonio (2021). This researcher indicates the importance of syntax knowledge and sentence comprehension in improving the skills of learners with long-term interventions, including the importance of designing lessons around carefully structured vocabulary development and advanced grammatical structures needed to comprehend and produce academic language.

Classroom English (Eng 106) is another course offered to teacher trainees. The course aims at helping teacher trainees acquire different classroom English languages and use them in different situations that may arise in the English classroom. The course primarily aims to equip the trainees with classroom English skills, including apply various teaching methodologies and constructing clear and understandable questions.

The course that deals with teaching methodology is presented in two parts: *English Language Teaching Method I and II*. The courses aim to improve trainees' EFL teaching competencies at the primary school level, covering language teaching methods, learning styles, theories of language learning, and lesson planning.

5.3.1.3 Contents and materials

The information gained from teacher educators and our experiences as teacher educators show that there is frequent change of teacher education program in Ethiopia. So do teaching materials. Before fifteen years, it was TESO where the materials for the courses were prepared by university teachers who did not know the status of the trainees as well as the reality at primary schools. Because the materials did not consider the level of the trainees, the program was amended. Following this, the training program was changed and trainees were engaged in either

a specialist or generalist program. Now, however, it is either linear or cluster. The frequent change has contributed to the instability of the training program. The following discussion focuses on the content and materials of the courses incorporated in the teacher training program.

Apart from the objectives, the contents of *Communicative English Skills I* course include various listening tasks, asking and answering questions, reading aloud, story-telling and interviews. The course instructor also added that the course content includes social and general interest topics. The course materials include of a handout covering listening comprehension and word-level dictations while the speaking part includes retell a story, questioning, and responding. The interviewee emphasized the value of practical, experiential learning and expressed a desire for more opportunities to practice listening and speaking skills.

The contents of Eng 101 indicate the use of audio and/or audiovisual sessions on effective presentations, listening on various topics, and discussions. Eng 102 aims to improve trainees' reading and writing skills, with a focus on improving their ability to write sentences and short paragraphs, understanding the gist and specific information from a reading text, and take part in discussions. The materials for Eng 102 include handout, and worksheets.

The Listening Skills course covers definitions, types, purposes, strategies, challenges and effective techniques, along with practical activities. However, it is not clear why Interpretive Listening is treated in an independent chapter by sidelining the other types of listening.

Most of the contents that Spoken English I covers are related to functional topics such as introducing oneself and others, greetings and farewells, invitations. In addition to the functions, one of the chapters also focus on pronunciation, introducing trainees to English sounds, phonetics, syllable, word stress, and intonation. These topics are also found in the primary school English student books, which could positively impact on trainee teachers teaching of the target language. However, the pronunciation contents are presented separately from other functional language components, which could reduce its practicality in improving trainees' pronunciation and serving as a model for correct pronunciation in classroom. The trainees are supposed to be exposed to these contents through varieties of activities. In addition to the tasks suggested in the curriculum, it is stated by the participant teachers that their trainers give them some handouts.

However, the TEs reported that there are no audio-video materials prepared by the Department to aid trainees' knowledge with authentic materials, though the curriculum suggests this.

The contents of *Spoken English II* include oral presentation, group discussion, describing people and places, expressing opinion and likes/dislikes, and invitation. The content of *Eng 206* suggests the use of authentic reading materials and short stories, and the materials used as a handout differs slightly from teacher to teacher. The curriculum includes reading texts (stories) with pre-reading, while-reading and post-reading tasks. After each story, there is no a glossary section where unfamiliar words could be defined. The course instructor (TE-3) focuses on teaching how to get the meaning from a reading passage, how to use the context to understand meaning, how to understand the ideas between the lines, and how to develop trainees' vocabulary. The course also suggests the use of fun reading and personal reading texts and some handouts, with a main emphasis on vocabulary development. The reading strategies and techniques, such as skimming and scanning, can be used to improve the reading comprehension and speed of the trainees.

Eng 201 covers word combination and the writing of various types of sentences such as declarative, interrogative, imperative and exclamatory sentences. In addition, the course incorporates contents related to spelling, editing errors of spelling and structure of sentences. Furthermore, trainees are introduced to some common cohesive devices used to combine sentences in short paragraphs.

The Eng 201 course emphasizes writing skills such as combining sentences and writing different types of paragraphs, including descriptive, narrative, comparison and contrast, and cause-effect paragraphs. TE-1, who taught this course, stated that the topics or themes covered in the course are mainly related to learning English and education. Writing topic sentences, developing them into paragraphs, and writing different types of paragraphs are the writing skills emphasized in the course. Eng 201 utilized writing process and paragraph techniques from John Langan's (1996) "College Writing Skills." Each chapter had a specific theme of interest, such as body language, dreams, and childhood memories, with useful content vocabulary following the comprehension questions. In contrast, the Eng 202 course covered topics or themes related to education, friends, and family. The course aimed to reinforcing basic principles of writing, enabling trainees to

express their ideas correctly in terms of both grammar and format. It emphasizes grammar review, error correction, essay development, and writing exercises based on class readings. In general, both courses aimed to improving writing skills and grammar, but the topics and themes covered in each course differed. The Eng 201 course focused on specific themes related to trainees' class and learning English, while Eng 202 covered broader topics related to education, friends and family.

Eng 103 covers various topics related to English grammar, including present, past and future tenses, tag questions, additions and responses, gerunds and infinitives, passives, pronouns, and phrasal verbs. The course integrates grammar instruction with listening, speaking, reading and writing activities. While an audio-visual approach would be beneficial, the department lacks such supplementary materials. The course suggests the presentation of new structures in contexts, such as passages, articles and dialogues, followed by presentation of notes and examples. The curriculum includes focused practice of both form and meaning in controlled activities, followed by open-ended exercises for practice of using the structure. TE-2 mentioned that the themes of reading passages in the handouts were mostly related to general interest topics rather than specific topics. This is also in agreement with Le and Tran (2021).

The contents of English Grammar in Use II covers topics such as advisability, obligation, speculations and conclusions in the past, conditionals, adjective clauses, and direct and indirect speech. All in all, the courses described above have clear theoretical presentations in the curriculum though no supplementary materials are indicated.

The *Classroom English* course focuses on teaching teachers the English language used in the classroom, including techniques of questioning, classroom management, organizing students, commanding attention, suggesting ideas, and summarizing lessons. The course also covers essential classroom expressions, such as those used in for discussing weather, classroom conditions, lesson introductions, maintaining discipline and presenting lessons. The course objectives include teaching teachers to ask varied questions, perform classroom routines effectively, check attendance using alternative expressions, and express classroom conditions accurately. The course contents cover classroom questions, routines, and oral presentation skills. Although the course objectives and contents are relevant to early primary classroom English,

there is no indication that trainers or material writers focus on words and expressions relevant to primary English language classrooms. Therefore, language improvement courses should include classroom English with the words and expressions used in primary English classes, rather than those used in mainstream classrooms.

English Language Teaching Methods I and II cover a range of topics related to teaching English as a foreign language, including ELT approaches, motivation, multiple intelligences and learning styles, and learning strategies, and various methods of teaching reading, listening, grammar and vocabulary. However, the suggested course contents in the document, such as a brief overview of language teaching methods and traditional versus current approach, may not be directly relevant to the real situations that trainees will face. There are also contents related to teaching speaking, writing, pronunciations, testing and planning language lessons, but they do not include language and language learning theories specific to EFL for children, the phonic method, or the whole language approach, which are directly relevant to primary English language teaching competencies. This lack of relevant content may suggest that the courses are unlikely to equip trainee teachers with the practical skills needed to teach English in primary classrooms. The use of songs, games, rhymes, poems and stories to teach English language to children are also sidelined. Dereje's (2012) finding indicates that the negligence of important contents in a teacher training program shades a doubt to the appropriacy of enacted curriculum to equip trainees to the teaching duties that are awaiting them.

5.3.1.4 Course conduct

The classroom procedures for the course *Communicative English Skills I* indicate that the training should be participatory and engage the trainee teachers in classroom tasks actively. Presentations based on various tasks can improve trainees' listening and speaking skills. The TEs are encouraged to use evaluation checklists to discuss performance with the trainees and provide corrective feedback. Reflections are also supposed to be part of the classroom routines. Sessions on listening skills are supposed to be supported by audio and/or videos. When the TEs were asked how the teaching and learning process in Eng 101 was, they said that the teaching and learning process was both teacher and student centered. They further explained that there are situations where students participate though the TEs are the dominant figures in most sessions.

As to activity types, the TE- reported doing role plays, presentations, discussions and lectures in the classroom.

With regard to conducting the training, the description of the *Communicative English Skills II* (Eng 102) course briefly describes that the methodology should focus of engaging the trainees in various activities so that they can improve their language skills. The policy states that the trainers should come to the classroom, give information about the classroom procedures and purposes of the session and let trainees practice specific skills. This should lead them to pair or group discussions, and/or presentations. However, the TEs note that much time is spent on lectures including explaining concepts and how to do the tasks, and pre-listening and/or pre-reading discussions are often neglected. The TEs also note that the tasks designed are easy that could easily be done in the classroom. The TEs commonly stated that their offices are open for the trainees; as a result, they come to the office for some corrections, advice and guidance. The curriculum is found sounding as it suggests that the training should provide a systematic and effective approach to teaching and learning a language. This agrees with the available literature which suggests the use of CALLA-TBLT model to improve language learning strategies and performance, which combines explicit strategy instruction with task-based language teaching (Chamorro & Paz, 2017).

The *Listening Skills* course focuses on enhancing trainees listening and speaking skills through listening tasks, group and pair discussions, and listening tests. Trainee teachers are also required to listen to extensive listening texts and present what they have heard to the class. The course objectives are aligned with the methods suggested for cultivating and assessing the skills, which could positively influence trainees to use the language while preparing for tests.

In Spoken English I and II, the methods suggested for presenting the contents and practicing language skills include explanations, individual, pair and group work activities, oral presentations, demonstrations, role plays, and listening and repeating words and sentences following audio/video cassettes/CDs. This implies that trainees are exposed to different listening texts to improve their pronunciation and listening skills and they are also allowed to actively interact using the language. Besides, Spoke English II requires practices in lab.

The declared methodology of Eng 206 involves engaging trainees in pre-reading, reading and post-reading activities, practicing how to train children to read aloud, silent reading, and retelling shorter stories. The curriculum also depicts the use of intermittent feedback and teacher guidance when trainees engage in reading activities. The trainers are required to engage the trainees in both classroom-based and home-take reading tasks, and presentations are also part of the teaching and learning process. However, most of the assertions on how to teach Reading and Study Skills imply that the trainee teachers are passive in most sessions, and important methods such as shared reading are not explicitly stated in the curriculum. Besides, effective reading strategies and techniques, such as dialogic reading and repeated interactive reading-aloud is neglected. Dialogic reading involves trainees in how to engage their pupils in an interactive conversation about a book while reading it aloud, which can improve language development and reading comprehension. Repeated interactive read-aloud involves the trainees in systematically helping their pupil in reading aloud and scaffolding their understanding of the text being read, which can improve their comprehension and vocabulary.

The curriculum of Eng 201 and Eng 202 emphasizes interactive teaching methods and engaging trainee teachers in various activities. The curriculum encourages a pre-writing process and teacher guidance during individual and pairs writing activities. However, the TEs revealed that writing is difficult to be done in pairs and/or groups, so trainees are engaged in writing activities individually. The TEs also discussed that they usually run teacher-directed whole class feedback sessions. peer review and feedback, providing opportunities for trainees to practice writing in different genres and formats, and incorporating technology into the writing process are not included in the curriculum. Additionally, the literature emphasizes the importance of providing learners with clear guidelines and expectations for writing assignments, as well as providing feedback and support throughout the writing process (Gisber & Bullen, 2015). In addition, trainee teachers need counseling skills, interpersonal skills and lifelong learning skills. By incorporating these skills in the curriculum, TEs can help trainees develop a more comprehensive set of skills that will prepare them for success in their future careers.

According to the curriculum, the sessions on *English Grammar in Use I* are based on presentations and discussions of the basic contents prescribed in contextualized activities. Hence, pair and group works are encouraged where there will be peer correction. However, the interview

with the TEs indicates a teacher-centered approach, with explicit teach grammar instruction rather than interactive methods like eliciting prior knowledge. This could be further interactive by asking trainees to show their works on the board to the class so that the whole class would discuss the mistakes and correct them together. According to the interview data, feedback is given orally to the whole class by the trainer at the end of each session. The methodology of this *Communicative Grammar in Use II* is also similar with that of *Communicative Grammar in Use I*.

The *Classroom English* course suggests using role play, simulation, drama, discussions and crossovers, including trainees' individual and group presentations, classroom participation, and tests and final examination performance, to present, practice and assess the required language skills. These methods seem to be in line with the spoken skills targeted in the course.

The curriculum for English Language Teaching Methods I and II suggests methods for presenting the ELT skills course contents include teacher's classroom instructions, individual and group work, whole-class discussions and peer-teaching. However, teaching in actual primary school classrooms and/or seminars is not integrated into the methods for presenting the contents and assessing the teaching skills, which could further jeopardize the effectiveness of the course. To help trainees further experiment with the courses they have studied by teaching English to children, it may be beneficial to integrate teaching in actual primary school classrooms and/or seminars into the course curriculum.

5.3.1.5 Continuity and coherence

With regard to the coherence between the courses, though there is no statement in curriculum or course outline, Eng 101 and Eng 102 have links with various courses such as Eng 206, Eng 103, Eng 104, Eng 105, Eng 204, Eng 201 and Eng 202. In addition to the contents, these courses share similar resources and materials. On the other hand, it is clearly stated that Eng 101 is a pre-requisite for Eng 102. The evaluation scheme focuses on the components of the designed course. Clear assessment criteria and feedback mechanisms should align with course objectives and learning outcomes to support trainees' development. Additionally, linking courses and sharing resources and materials can help create a more coherent and consistent learning experiences for trainees.

Although not explicitly stated, Eng 206 seems to build upon the foundations laid in Eng 101 and Eng 102. However, the course is not a pre-requisite for any of the courses included in the curriculum. By establishing coherence and continuity in language courses, curriculum designers and teacher educators can create a more effective training that supports trainees learning and engagement. Such practice also helps trainees connect their learning in one course with their learning in another course so that they build on their previous knowledge and skills.

While not explicitly stated, Spoken English I appears to assume basic listening skills. So, the trainees need to develop some listening skills in order to succeed in this course. On the other hand, Spoken English I is a prerequisite to Spoken English II. The contents covered in communicative English skills courses play significant roles to back up the trainees' success in these courses. On the other hand, Eng 201 and Eng 202 share some contents with Eng 101, Eng 102, Eng 103 and Eng 104. In addition, Eng 201 is a pre-requisite for Eng 202.

In Eng 103 and Eng 104 curriculum, there is no explicit evidence regarding their coherence with the other courses offered in the program. However, their contents imply that they have relationships with Eng 101, Eng 102, Eng 201 and Eng 202. It has also a coherence with Eng 106 since the aim focuses on teaching English grammar through reading, writing and speaking tasks. On the other hand, Eng 103 is a pre-requisite for Eng 104.

The interviews with the participant teachers and trainers indicate limited listening, and speaking practice. One of the interviewed participants stated that her speaking was not improved because the class was not participatory, and it was just few people who spoke English in the class. TE-2 also feels that the achievement of the objectives of the courses is to some extent, and he thought trainees should really revise the courses. Therefore, they still need to work quite a lot to make improvements and changes. Some classroom procedures suggested in the curriculum seem that the class size of primary schools and the proficiency level of the trainees are not considered during designing the courses. These elements are important issues in teacher preparation programs (Deocambo, 2020). Besides the objectives and classroom procedures, the activity types to be used and the way the teaching and learning process is run in all courses are similar. The analysis of the curriculum and the interview data indicates that there is continuity between or among almost all of the language courses. In addition, there is intra-subject relationship between

or among the different levels of the same-skill courses in the form of pre-requisite. This means that the courses build on each other, and trainees need to complete lower-level courses before taking higher-level ones. The assessments in the course are not isolated, and their effectiveness in improving learning depends on their relationship to curriculum and instruction.

5.3.2 Results of the Interview Data

Regarding the strengths of the program, several teacher educators said that there is a balance between different aspects of the training program. TE-3, for instance, said, ‘there is good balance between language proficiency, the nature of language, and methodology ... we give our students exactly what they need’ and Trainee-4 stated ‘teaching theories and teaching experiences are well-balanced. This trainer also added, ‘We have a lot of emphasis [on] reflection ... raising awareness of students on issues of learning and teaching and on pedagogical knowledge.’ A few teachers felt the program is relevant to and met their needs. Trainee-2 also stated that the presence of practical courses is helpful for the trainees to be familiar with the local context in which they work. However, three trainees responded that the program has limitations in promoting the long-term, developmental nature of learning to teach, and promote post-qualification teacher growth such as life-long learning.

Furthermore, the responses of the TEs imply that subject area (content knowledge) courses alone may not meet teacher trainees’ English levels in order for them to achieve course objectives and prepare them for teaching duties in primary school classrooms. For example, TE-4 asserted that the current views, such as constructivist view, of teacher education should be the foundation of the training program. This implies that teacher education institutes should direct the training on constructive views of children’s language and language learning and teaching, insights from second language acquisition research as well as specific characteristics of children that are important for enhancing practical teaching skills awaiting the trainees in primary school classrooms (Dereje, 2012). This, then, should be adapted and designed to fill the background problems of the trainees.

Regarding weaknesses, however several teachers said there is too little practice teaching, e.g. “Practice teaching, gaining experience through microteaching or other means is limited.” They added that more contents/courses of linguistics and language awareness are needed. Trainee-7

indicated “Most of the courses focus too much on the language side not the teaching side.” Besides, Trainee-8 said ‘We need more on linguistics.’

5.4 The Received Training

5.4.1 Results of the Questionnaire Data

The third section of the questionnaire dealt with the reflection of the participants on the actual training that they received from TEIs. The items were designed in light of the basic aspects of language, language acquisition and learning, foundations of language education, methods and techniques of language learning, assessment procedures and experiential learning. The analysis is done based on these themes.

Table 7: The received training on fundamental aspects of language

Item	Responses (Frequency & Percentage)					Sum	Mean
	VA (5)	A (4)	UD (3)	I (2)	VI (1)		
Training on English language competence in terms of the four skills	4 (8.5%)	20 (42.5%)	12 (25.5%)	7 (15%)	4 (8.5%)	47 (100%)	3.3
Training on the structure of English language.	9 (40.4%)	17 (36.2%)	12 (25.5%)	7 (15%)	2 (4.3%)	47 (100%)	3.5
Training on basic concepts of the language system (e.g. phonology, morphology, etc.)	2 (4.3%)	13 (28%)	14 (30%)	13 (28%)	5 (11%)	47 (100%)	3.1
Grand mean							3.3

With regard to the adequacy of the received training in the fundamental aspects of the language that they teach, 52% and 55% of the participant teachers replied that the training that they gained on the nature and components of the macro-skills and the structure (grammar) of English language, respectively, is adequate, though they had low expectations towards the emphasis of the training on the components. The comparison between the mean result of the responses and the grand mean also assures this. On the other hand, the response of the participants indicates that they have received inadequate training on aspects of the language system, such as phonology, morphology, syntax, etc as the mean score (3.1) is below the grand mean (3.3). This was approved by most (39%) of the respondents.

Table 8: The training that the teachers received on language acquisition

Item	Responses (Frequency & Percentage)					Sum	Mean
	VA (5)	A (4)	UD (3)	I (2)	VI (1)		
How first/second language is acquired/learned	19 (40.4%)	23 (49%)	5 (11%)	0 (0%)	0 (0%)	47 (100%)	4.3
Knowledge of transferring language skills from L1 to English	12 (25.5%)	7 (15%)	6 (13%)	14 (30%)	8 (17%)	47 (100%)	3.0
Training on difficulties of learning second/foreign language	4 (8.5%)	12 (25.5%)	16 (34%)	13 (28%)	5 (11%)	47 (100%)	3.1
Grand mean							3.5

In contrast to their expectations, the training has given more emphasis to this component too: majority (89%) of the participant teachers revealed that they have received adequate training in how first/second language is acquired/learned. Besides, the mean result (4.3) of the received training regarding this component is above the grand mean (3.5). With regard to equipping the trainees with the knowledge and skills of transferring language skills from L1 to English language, 22 (47%) of the participants stated that the training was inadequate in this regard, while 19 (40.5%) stated that they have received adequate training in this regard. The mean result (3.0) of the item, which is below the grand mean (3.5), indicates that the training in this regard was not as expected.

Though the participants expected that the training would give emphasis on difficulties that learners face while learning a foreign language (See Table 2), practically the issue is not adequately covered in the training. Most (39%) of the participants indicated this. The mean result (3.1) for this component is below the grand mean (3.5) indicating that inadequate attention is given to this component during the training.

Table 9: The training that the teachers received on the foundation of EFL education

Item	Responses (Frequency & Percentage)					Sum	Mean
	VA (5)	A (4)	UD (3)	I (2)	VI (1)		
To develop your classroom English skills	2 (4%)	11 (23%)	22 (47%)	8 (17%)	4 (9%)	47 (100%)	3
To learn the goals of learning English language	3 (6%)	7 (15%)	9 (19%)	20 (43%)	8 (17%)	47 (100%)	2.5
How to teach English language to primary school pupils	1 (2%)	5 (11%)	12 (26%)	16 (34%)	13 (28%)	47 (100%)	2.3
Training on how to teach in diversified classroom	1 (2%)	5 (11%)	11 (23%)	19 (40%)	11 (23%)	47 (100%)	2.3
Training on techniques of motivating students to use English & avoid L1	2 (4%)	2 (4%)	15 (32%)	17 (36%)	11 (23%)	47 (100%)	2.3
Grand mean							2.5

In contrast to the result in Table 2, the majority, i.e., 62%, 63% and 56%, of the respondents replied that the training on how to teaching English language to primary school students, how to teach in diversified classrooms and techniques that motivate students to use the target language and avoid their L1, respectively was not as expected. The mean results of these components being below the grand mean (2.5) also prove this finding. The most significant finding from this part of the questionnaire is that the majority of the respondents expected more training on these issues (Table 3). However, the actual training that they received on these issues was not as expected. On the other hand, the mean result (2.5) for the training on the goals of learning English language implies that the training was adequate in this regard as it is equal to the grand mean.

Table 10: The training that the teachers received on methods of language instruction

Item	Responses (Frequency & Percentage)					Sum	Mean
	VA (5)	A (4)	UD (3)	I (2)	VI (1)		
How to design teaching activities & materials	1 (2%)	2 (4%)	7 (15%)	19 (40%)	18 (38%)	47 (100%)	1.9
How to adapt teaching activities and materials to special needs	2 (4%)	1 (2%)	3 (6%)	24 (51%)	17 (36%)	47 (100%)	1.9
How to manage classrooms and create positive learning environment	11 (23%)	8 (17%)	10 (21%)	11 (23%)	7 (15%)	47 (100%)	2.8
How to foster independent and collaborative learning to develop pupils' communicative skills	0 (0.0%)	4 (9%)	10 (21%)	22 (47%)	11 (23%)	47 (100%)	2.1
Grand mean							2.2

In revealing the adequacy of the training on these issues, the 40% of the respondents stated that the training gave adequate coverage only to classroom management and to create positive learning environment for students. The mean result (mean = 2.8) of this item is also evidence to this as it is greater than the grand mean (2.2). However, 41 (87%), 37 (78%) and 33 (70%) of the respondents revealed that they received inadequate training about adapting teaching activities and materials to the needs of students with special needs, designing teaching activities and materials, and utilizing independent and collaborative learning methods in their classrooms to enhance their students' learning of the language respectively. The mean results (1.9, 1.9, 2.1 respectively) are also below the grand mean (2.2) indicating that the trainee teachers did not receive adequate training about these issues. These results indicate that the received training on most of these aspects of the trainees' expectations was inadequate.

Table 11: The training that the teachers received on assessment

Item	Responses (Frequency & Percentage)					Sum	Mean
	VA (5)	A (4)	UD (3)	I (2)	VI (1)		
How to design and administer assessments	3 (6%)	9 (19%)	6 (13%)	22 (47%)	7 (15%)	47 (100%)	2.4
How to use continuous assessment	2 (4%)	4 (9%)	10 (21%)	20 (43%)	11 (23%)	47 (100%)	2.3
How to give corrective feedback to my students	7 (15%)	6 (13%)	3 (6%)	22 (47%)	9 (19%)	47 (100%)	2.6
Grand mean							2.5

In contrast to the training expectations of the participants (Table 5), the responses of these individuals regarding the adequacy of the training on these issues reveal that the participant teachers have not received adequate training on designing and administering assessment (mean = 2.4) and how to use continuous assessment (mean = 2.3) as their mean results are lower than the grand mean (2.5). Though the mean result (2.6) of the responses on giving corrective feedback to students works is greater than the grand mean (2.5), majority (66%) of the respondents replied that the training was not adequate in terms of helping them to develop the skill of providing corrective feedback to improve the academic performance of their students.

Table 12: The training that the teachers received on experiential learning

Item	Responses (Frequency & Percentage)					Sum	Mean
	VA (5)	A (4)	UD (3)	I (2)	VI (1)		
Engaging in peer teaching practices	4 (9%)	8 (17%)	13 (28%)	16 (34%)	6 (13%)	47 (100%)	2.7
Engaging in reflective practices	2 (4%)	0 (0%)	3 (6%)	25 (53%)	17 (36%)	47 (100%)	1.8
Grand mean							2.3

With regard to the received training, most, i.e., 89% and 47% of the participant teachers were not engaged in reflective practices and peer teaching, respectively during their training. Hence, there is disagreement between the participants expectations in terms of engaging in peer teaching and the received actual training at college. Reflective practice in this regard refers to the engagement of the trainees in evaluating their own practices during the training. This activity is realized through allowing them to identify their strengths and weaknesses as they practice teaching during peer-teaching.

Table 13: Teachers' view about trainers' teaching skills

Item	Responses (Frequency & Percentage)					Sum	Mean
	VA	A	UD	I	VI		
The feedback that you got from your instructors during exams, assessments and teaching practice	1 (2%)	6 (13%)	11 (23%)	15 (32%)	14 (30%)	47 (100%)	2.3
The trend of your TEs to record your progress to determine your learning outcome	1 (2%)	2 (4%)	5 (11%)	22 (47%)	17 (36%)	47 (100%)	1.9
The subject matter competence (listening, speaking, reading and writing skills, and grammar) of the teacher educators	8 (17%)	23 (49%)	9 (19%)	5 (11%)	2 (4%)	47 (100%)	3.6
The pedagogical (teaching) skills of the teacher educators	8 (17%)	12 (26%)	12 (26%)	13 (28%)	2 (4%)	47 (100%)	3.2
Letting you evaluate your own teaching performance during peer-teaching	0 (0.0%)	6 (13%)	8 (17%)	16 (34%)	17 (36%)	47 (100%)	2.1
Grand mean							2.6

The feedback that the trainee teachers got from their instructors during exams, assessments and

teaching practice was the concern of the first item. The mean score for this item is 2.3, which is inadequate. Only 2% of the respondents rated the feedback as “very adequate,” and 13% “adequate”, while 32% of the respondent rated it “inadequate and 30% rated it as “very inadequate.” The trend of the instructors to record the progress of the trainees to determine their learning outcome is revealed through the second item. The mean score for this item is 1.9, which is below the grand mean indicating the lack of recording the academic progress of trainees. Almost half of the respondents (47%) also rated the trend as “inadequate,” while 36% rated it as “very inadequate.” This result implies that the limited practice of recording the progress of trainees hinders the decision to provide targeted support to address the specific needs of individual trainees. The participants were also asked to rate the subject matter competence (listening, speaking, reading and writing skills, and grammar) of the teacher educators. The mean score for this item is 3.6, which is above the grand mean (2.6). Almost half of the respondents (49%) rated the subject matter competence as adequate, while 11% rated it as inadequate. This result indicates that the teacher educators have strong subject matter knowledge. The trainees’ responses also imply the crucial role of subject matter expertise in effective teacher education because trainers who posse strong language skills serve as role models for trainees. The pedagogical (teaching) skills of the teacher educators were also rated by the trainees. As a result, the mean score for this item is 3.2, which is above the grand mean (2.6). About a quarter of the respondents (43%) rated the pedagogical skills positively, while 32% rated it negatively. The grand mean being above the grand mean and a significant portion of positive ratings (43%) indicate that trainees generally perceive their teacher educators as having adequate pedagogical skills. The last item was about the opportunity given by teacher educators to the trainees to evaluate their own teaching performance during peer-teaching. The mean score of the responses of the teacher trainees to this item is 2.1, which is below the grand mean (2.6). Most respondents (70%) stated that the trainers did not engage them to evaluate their own teaching performances, while another third (13%) rated it as adequate. Overall, the data suggests that there is room for improvement in the competence of teacher educators to train primary school English language teachers in Amhara region, particularly in providing feedback, recording progress and engaging the trainees in peer-teaching and reflective practices.

5.4.2 Results of the Interview Data

In addition to the analysis of the courses of the training program, relevant data were basically collected through interviews regarding the adequacy of the training that the teachers received. Therefore, the participant teachers and the TEs were asked whether the training that delivered was adequate and related to the expectations. The interview was intended to discover whether the program is effective enough to prepare the teachers for their teaching positions in primary schools. Effectiveness is also checked by discovering the views of the teacher trainees regarding the transferability of their gains from the training program to their actual teaching in primary schools. In addition, the interview enabled me to check whether the training has impacted their teaching of the language at the primary schools. Hence, the results of the interview grouped under three themes, namely, the training approaches of the TEs, the relevance of the courses and course contents, and the connection between the theoretical training that the teachers have received and their teaching practice.

Theme 1: Training approach

The first theme that emerged from the trainees' responses is related to the TEs' preferred training approaches and their competence in terms of subject area knowledge and pedagogical skills. Some of the participant teachers asserted that the training approaches used by some of the TEs are not as helpful as needed in equipping them with the required subject matter knowledge and teaching skills. The responses of the teachers imply that most of the TEs prefer lecturing all the time and the trainees are merely listeners. Regardless of their qualification, the English language teacher educators' teaching methods tend more towards teacher-centered. In this regard, the majority of the participants added that their trainers have a preference for limited emphasis on practical application. However, such practices limit learners' creativity, and reduce them to mere containers to be filled by the trainers. A training approach dominated by the lecture method considers education only as knowledge transmission which is considered as less effective. This top-down method is less effective if it is used frequently by sidelining the bottom-up and horizontal process of interaction among trainees. Hence, trainees would be more beneficial if they are given the opportunity to initiate the interaction with the trainer as well as their peers.

In addition to the trainees, the TEs themselves were asked about their current teaching methods. Their reflections indicate that they utilize different techniques to make the teaching-learning process effective. However, the responses of most of them indicate that their teaching approaches are dominated by lecture methods. The following quotation indicated the TEs' teaching approach:

To make my teaching effective, I regularly begin with a lecture method. Then I move on to discussion. Though my course, ELT Methods, has practical components, my teaching is dominated by lecture. This is because I have to cover the contents and most students are not interested in practical aspects of teaching. (TE-3)

This particular TE mentions that he primarily uses a lecture method in his teaching and then transfers into discussions. He admits that his course, ELT Methods, does have practical components, but his teaching style is predominantly lecture-based. This is because he feels the need to cover the course content, and he believes that most trainees are not interested in the practical aspects of teaching. In contrast, the trainees blame such approach of the TEs.

In defending the choice of such traditional teaching approach, TE-2 mentioned class size as a contributing factor. Besides the class size, the teacher educators stated that the time allotted for some of the courses is inadequate.

I usually lecture my students. I use my life experience in teaching. Of course, it's difficult to say I have enough ways of teaching. There are some problems. The space is crowded. The time allotted for some courses is not proportional with the contents (TE-2)

TE-2 shares in his words that he primarily relies on lecturing the trainees and often incorporates his own life experiences into his teaching. However, he acknowledges that he may not have enough teaching methods or approaches at his disposal. He also mentions that there are challenges he faces, such as crowded spaces and time constraints.

In addition to the reflections of the teacher educators, the teachers were asked how they perceived the teaching-learning process in the college. The assertion of Trainee-4 confirms that though there are some TEs who tried to let them participate in class discussion, most of them

prefer the traditional approach. In support of this, Trainee-6 stated that the TEs prefer a teacher-centered approach to train teachers. A similar issue was also pointed out by Trainee-2, who added that the TEs tend to heavily rely on a deductive approach while teaching grammar. The response of this teacher also indicates that the TEs seem comfortable with utilizing traditional ways to teach and explain grammar. In relation to teaching grammar, Trainee-4 and Trainee-6 asserted that they were not happy with some of the hands-on activities and theoretical sessions because most of the activities were not contextual. The assertions of these respondents are presented below:

...there were some of our trainers who tried to participate us. The process is important for the outcome. The quality of education is measured based on the output. If students gain knowledge, there is quality. Some other instructors, instead of simply lecturing, should check their students' understanding in one way or another.
(Trainee-4)

In this statement, the participant teacher acknowledges that some trainers showed efforts to actively engage the trainees in the learning process. She highlights the importance of the learning process itself and emphasizes that the quality of education is measured by the outcomes. She believes that if trainees are able to gain knowledge, then it signifies a high-quality education. Additionally, she suggests that instructors should go beyond simply lecturing and find ways to assess and ensure the trainees' understanding of the material.

I was in the college for three years. The first-year program was fine. Teachers were well organized and committed. The final year was challenging because we faced many hurdles. Instructors were in a hurry to cover the course contents. Some instructors used to miss classes and it affected us. Some courses were not related to our departments and we were feeling that we learned irrelevant contents. Most of the instructors focus on only lectures. Every session was dependent on the instructor
(Trainee-6).

In this statement, Trainee-6 describes his three-year experience in college. He mentions that the first-year program was satisfactory; the instructors were well-organized and committed. However, the final year posed challenges as he faced various obstacles. He highlights how some

instructors were in a rush to cover course content, which may have impacted his learning experience. The individual also mentioned that some TEs used to miss classes, leading to further disruption. He also expresses his frustration about courses that were not relevant to his department, feeling that he was learning irrelevant content. Finally, he highlights that the teaching approach heavily relied on lectures, making each session dependent on the instructor's style and delivery.

In addition to this, the trainees feel that “Some of the trainers seem burnt out” (Trainee-4). This feeling coupled with the traditional teaching approach utilized by the TEs has let the teachers be merely listeners during the training. This, in turn, according to Trainee-3, has affected their communication and critical thinking skills negatively. Here are his words:

Here, I don't think the education made us gain communication skills. We were just listeners, because instructors were speakers all the time in the classroom. So, only their communication skills develop and our skills are degenerated. Thinking skills and communication skills were very inadequate. If teachers cannot express themselves properly, then how will they teach? We were only reading texts in a communication lessons. This was not a communication skill.

This participant teacher reveals his dissatisfaction with the educational experience, specifically regarding the development of communication skills. He feels that the teaching approach did not provide him with the opportunity to enhance his own communication skills. This individual further stated that since the instructors were the main speakers in the classroom, only their communication skills improved while the trainees' skills were ignored. He also felt that critical thinking and communication skills were lacking. Furthermore, he notes that in the communication lesson, the focus was more on reading texts rather than developing actual communication skills.

One of the sub-themes of the theme 'teaching approach' is related to the replication of this approach by the trainees. This interview data indicated that the trainers' teaching approach has influenced the trainees' teaching approaches in primary schools. Some of them claimed that their practice of replicating the teaching styles and approaches of their trainers during their teaching practice at primary schools was found ineffective. For example, Trainee-5 said, “what the

lecturers do in the classroom is a model for our teaching. I apply the teaching style which was used by my instructor.” The words of Trainee-2 are more striking: “Teacher educators can be good models to trainees by using effective approaches and living this reality in their teaching.” This quotation implies that the TEs should illustrate more appropriate teaching approaches and methods to the trainees in order to help them develop and reflect on their own values. The other one (Trainee-4) added that she intended to teach the way her trainers taught her, and she found it ineffective in helping her pupil achieve the needed learning outcomes.

Trainee-1 prefers the TEs communication the contents properly in order to teach the trainees well. His testimonial further implies that the TEs should avoid testing the trainees using the classical pencil and paper test. It is obvious that all the language skills of the teachers should be tested using various methods of assessment. This assertion agrees with the results of the questionnaire, where the use of continuous assessment by the TEs was rated least by the trainees.

Theme 2: Relevance of the courses

With regard to the second theme (i.e., the relevance of the courses of the program), the interviewees indicated that most of the courses and their contents included in the training curriculum are useful for equipping them with the necessary subject matter knowledge and teaching skills. However, the trainees were critical of the teaching materials used for the courses that they took during their college years. For instance, Trainee-4 asserted, “The contents of the modules of some courses are junk.” This assertion indicates that the course modules contain contents are less important for shaping the trainees for the profession. Based on her experience, this teacher also asserted that the training that she received on the language improvement aspects of the curriculum was not satisfying because of less relevant contents of some courses.

The trainee also stated, “It [the program] is too loaded.... It may work for other trainees, but for me ...there was no need to overburden it with less relevant contents.” This is true for most of the trainee teachers who know what they need to do better at primary schools. For instance, Trainee-6 stated that there are contents in some courses which are irrelevant to the needs of primary school teachers. This interviewee mentioned theories of language learning and acquisition as less relevant to this level because these issues are advanced. These results indicate that there is a mismatch between the needs in primary schools and the trainees’ gains in some contents. Hence,

the training experienced short of the potential to equipping the teachers with more relevant contents.

The first sub-theme which was discussed by the trainees under this second theme is related to the redundancy of contents. According to the interviewees, there are some redundant contents across the courses. One of the trainees (Trainee-4), for instance, stated,

...the contents which are covered in Spoken II course are also included in Communicative English Skills courses. The contents which are covered in Communicative English Skills courses are also repeated in grammar courses. Hence, the new content that you learn is few.

This trainee revealed her concern about the repetition of contents in the Spoken II, Communicative English Skills, and grammar courses. She expresses that this repetition leads the trainees to conclude that the amount of new content they learned is limited.

Another sub-theme mentioned under the second theme is related to the organization of courses in the curriculum. It was confessed that most of the training courses for the English language teachers' diploma program play a supplemental role among each other (TE-1). The sequence of most of the courses is also found logical. For instance, the trainees learn Grammar I and Grammar II courses in consecutive semesters. The course 'Classroom English' is delivered to the trainees immediately before they go for teaching practice. This helps them to apply it in the classroom since it is learned recently.

However, Trainee-5 added that most of the semesters were occupied by theoretical courses.

The composition of the courses in a semester also needs revision. There should be a balance between practical and theoretical courses in a semester. This helps the trainees to use the practical sessions to implement the theoretical concepts. The course Action Research should be practice-oriented. I personally needed to conduct action research during my teaching time, but the college sessions lacked practice. The credit hour allotted to this particular course was also not enough.

In this statement, it can be understood that the composition of courses in a semester lacks a balance between practical and theoretical courses. This participant believes that having a mix of

practical and theoretical courses allows trainees to apply the theoretical concepts in practical sessions. Although the teachers recognized the relevance of the courses to help them develop their knowledge and skills, they have also expressed their concerns regarding some of the courses. One of the targets was the course Action Research. Trainee-5, Trainee-2 and TE-1 specifically mentioned the course Action Research, expressing a desire for it to be more practice-oriented. They mentioned their need to conduct action research during their teaching time but felt that the college sessions did not provide them with enough practical experience. Additionally, they asserted that it is inappropriate to allot one credit hour to a research course because it is not sufficient. Besides, the reason to split the course into two courses (Action Research I and Action Research II) was reported as illogical. These respondents claimed that Action Research brings changes to their careers, and they want to make it part of their teaching. Overall, the individual is advocating for a reevaluation of course composition to prioritize practical application and improve the learning experience. The participant teachers also stated that the course Civic and Ethical Education primarily focused on learning the articles of the Federal Constitution; this trend is reported to contribute less. They asserted that it would be more useful if this course included more content related to indigenous knowledge on justice and issues related to moral and ethics.

The third sub-theme under the second theme is related to the neglected courses (course contents). The interviewees indicated that there are helpful but neglected courses related to linguistics. This was supported by Trainee-1.

Because the trainees believe that there are some contents/courses neglected by the program, the participants suggested periodic revision on some contents for updates. The following comment from one of the teachers (Trainee-5) calls for this:

In college classrooms, we do not have practical sessions on the major language skills as expected. ... Some contents appear in the syllabus but you do not learn them. The exams of some courses included practical issues which we did not exercise in the classroom. Some exam items are also unrelated to the day-to-day life of the students. For instance, you may be asked to talk about issues related to the post office which is not currently used by most people. Most people in Kombolcha do not know even where the post office is located in the town

This assertion highlights some concerns about the lack of practical sessions and questions the relevance of some contents. The teacher expresses disappointment that practical sessions on major language skills are not conducted as expected. He also mentions that some contents mentioned in the syllabus are not actually covered in the curriculum. Additionally, this interviewee brings up issues related to exams. He states that some exams include questions about practical issues that were not practiced in the classroom. He also mentions that some exam items are unrelated to the day-to-day lives of the students. Overall, this individual is expressing dissatisfaction with the lack of practical sessions, the mismatch between syllabus and curriculum, and the lack of relevance in exams to the trainees' daily lives. This indicates that the tasks of some courses are not considerate of the students' actual day-to-day activities. Nowadays, visiting a post office to send a letter has become a traditional aspect of life. This discrepancy between policy and practice has created a gap between the training course and the real classroom.

The following assertion also shows that there is lack of practical sessions on speaking skills in the college classroom:

When I present my assignment to my college classmates, they keep silent ...though you make mistakes.... They listen to you silently. However, the pupils at primary school are not like that. I was struggling to motivate my pupils because of the linguistic challenge I have. If my speaking skills had been improved, I would not have struggled.

This interviewee describes his experience when presenting his assignment to college classmates and primary school pupils. He noted that his college classmates listen silently, even when he makes mistakes, while primary school pupils do not behave in the same way. He also stated that he/she struggled to motivate his pupils due to a linguistic challenge he faced. He believes that his speaking skills have improved. This experience highlights the importance of effective communication skills in teaching. This quotation also indicates that the teaching demonstration during the college courses was different from teaching lessons at primary schools.

Other issues mentioned by the teachers as neglected components of the training program are related to the 21st-century skills, such as research skills, lifelong learning and openness to intercultural communication. Most (4) of the trainees indicated that the training they received on

these skills was not adequate. Since students come to class from diverse areas, such as Amhara, Afar, and Argoba, with distinct cultural experiences, they have distinct learning styles and communication preferences. Understanding these differences is essential for creating inclusive learning environment. This result indicates that the teachers should to adopt their teaching styles in order to promote culturally responsive teaching practices. In relation to this, Trainee-5 said:

Actually, openness to intercultural communication is very important for us. You know that there are different cultures in east Amhara. However, about these, there isn't anything enough included in our education... But certainly there must be such education in the region, where there are different ethnic groups.

This assertion emphasizes the importance of openness to intercultural communication, especially in a region like Amhara where there are different ethnic groups. The interviewee notes that there is not enough education about different cultures in the region's schools, and that such education is necessary. He comments that intercultural communication can help promote understanding and respect among different cultures and languages, and that education can play a key role in fostering intercultural relations. Intercultural communication is an important topic in today's globalized world, where people from different cultures and linguistic backgrounds interacts and collaborate in various settings. Hence, by studying intercultural communication, teacher trainees can gain insights and develop the skills and knowledge needed to communicate their lessons effectively across cultural boundaries. By incorporating cultural sensitivity, culturally responsive pedagogy, and fostering a classroom environment that values diversity into the training, teacher training programs can empower future teachers to create inclusive and effective learning environments for all students in today's diverse classrooms.

The teachers asserted about the organization of the teaching practice too, which is the fourth sub-theme. The teaching practice consists of micro-teaching and supervised teaching practice at primary schools. Some of the courses of the program incorporate microteaching sessions which are conducted in the college classrooms. With regard to such microteaching practices, the teachers stated that the evaluation during the micro teaching classes was not well preformed because the evaluation was not explicit to unveil their weaknesses and strengths. In addition to the evaluation, Trainee-3 questioned the consistency of incorporating sufficient contents related to microteaching across the courses.

With regard to guiding and giving corrective feedback, Trainee-6 agreed that the trainers held group rather than individual feedback sessions. This view was supported by this comment: "... Every instructor has his own theory about teaching and guiding the learning of their trainees. Some prefer written feedback while others prefer oral feedback." Moreover, most of the trainers prefer giving feedback to the class as a whole instead of addressing individual trainees...." Trainee-3 also stated that one of the implications of the inadequacy of the received training is the ineffective supervision and coaching received during their peer-teaching. This trainee also reported that instead of spending time by guiding them, most of his trainers' major concern was covering the course contents. Another interviewee claimed the ineffectiveness of the training that he has received by saying, "the group work [in the college classes] was not well-managed.... they give an activity [and] they do not know who is doing [or] who is off" (Trainee-5). Trainer-4 added that the trainees need more support and guidance during teaching practice so that they can love the profession. The teaching practice sessions create fertile ground for the trainees to observe their peers and learn something important. This was strengthened by TE-1, who stated,

The trainees observing their peers teaching helps them to see what is happening in other teachers' teaching and see how they should shape their teaching. The trainees will be introduced to metalanguage, error correction and the techniques of opening and closing of a lesson through teaching practice.

This extract highlights the benefits of trainees observing their peers' teaching practices during peer-teaching because it allows them to gain insights into different teaching methods and strategies, which can further help them to shape their own teaching approaches. The interview data also indicated that there are some TEs who try to introduce the trainees to concepts such as metalanguage (specialized language used in a specific field), error correction, and the opening and closing of a lesson. This practical experience further enhances their understanding and skills in teaching. Trainee-7 further declared:

[Teacher educators] should take ...feedback from their [trainees] to be effective in the teaching-learning process. It would show them the strength and weakness of their teaching. It would help them improve their teaching and help their [trainees] get effective knowledge. Some of the [teacher educators] are weak in their teaching. Some others ...do not prepare for class.

As a result, TE-1 recommended sustained improvement to this component of the program because teaching practices accompany various tasks such as giving feedback, recording the progress of the trainees, discussing their strengths and weaknesses without discouraging them. This trainer also stated that the teaching practice requires the trainees to develop portfolios; however, some of the TEs are reluctant to read such works of the trainees and give them regular corrective feedback.

Besides the micro teaching, the respondent teachers' teaching performances were also inspected by supervisors from government education offices. Talking about this aspect of the training program, however, the TEs feel that their roles in supervising the teacher trainees are limited. In this regard, two teacher educators (TE-1 and TE-2) stated that the practicum program is run by officials from education bureaus of the respective zones where the teacher education colleges are located. Although these individuals are not professional (English language) teachers, they chair as well as conduct the evaluation of the teaching performance of the trainees. TE-4 added that some of these supervisors do not visit the trainees regularly and this hampers the trainees from getting regular follow-ups and feedback. The TEs have regarded the teaching practice as the most important component of the training program. For instance, TE-3 contended that the teaching practice contributes to the professional development of the teachers. TE-4 also said,

The majority of our trainees and us [trainers] believe that the teaching practice aspects of the training serve as the backbone of the program. The teaching practices guide the tutees in developing themselves. However, such activities should give due attention to reflections.

The responses of some of the trainees generally imply that there is a problem regarding the standardization of the evaluations conducted by supervisors. One of the problems mentioned by the trainees was related to the delay in providing feedback from the supervisors. Trainee-2, Trainee-4 and Trainee-5 also stated that some of the feedback that they received from the supervisors lacked consistency. For example, as reported by Trainee-4, while one of the supervisors used a checklist during teaching practices to give feedback to the trainees, another supervisor preferred to take notes in his or her notebook and did not share these notes with the trainee later during the post-observation discussion. However, the individual emphasizes that these teaching practice activities should prioritize the inclusion of reflection. He believes that

giving due attention to reflection allows trainees to critically analyze their experiences, learn from them, and make necessary improvements.

The fifth sub-theme under the second theme focused on new insights that the teachers developed as a result of the training they received. It is essential for a teacher to follow the changes in his or her profession in general and subject area in particular, and be informed about the developments in pedagogy and learning in the subjects of the field. As a result, the training should benefit him or her in this regard.

Talking about their capability of teaching and being a teacher, the participants evaluated themselves highly and were confident in their ability to teach well and present lessons with minimal problems to their pupils after completing the training. This was because of their belief that they would develop a new understanding regarding teaching the English language at primary schools. The following selected reflection from one of the trainees during the interview indicates the trainees' lived experiences on this matter:

When I joined the training, I expected to be a much better teacher than my former teachers. ...However, I did not get the training I expected. I do not think I have added something new to what I already know regarding teaching skills. I am teaching just like my former teachers used to teach. I am not guiding my students as needed. For instance, one day after I taught the students and asked them to complete a task, most of them failed to do so. ...I do not have words to tell you how I felt when I found that my expectation was not realized. (Trainee-3)

As this quotation implies, the interviewee is disappointed with the training he received as a teacher. He expected to be a better teacher than his former teachers, but he did not receive the training he expected. He feels that he has not added anything new to his teaching skills and that he is teaching just like his former teachers. He stated that his pupils are not performing well on tasks, though he is struggling to guide them.

In relation to this, TE-2 asserted three important issues in learning to teach. These are first, the teachers' conception of effective teaching should be different from the understanding of others. Additionally, in order to assist teachers in becoming more effective teachers, the training must not only let the trainees think like teachers, but also apply what they have learned. The third

issue is the complexity of the profession because teachers juggle multiple academic and social goals requiring trade-offs from moment to moment while working with pupils at schools.

The other issue is related to the contribution of the received training to enhance teachers' career competence. Most of the interviewed teachers stated the training was inadequate in terms of preparing them for teaching in classes with students who need special education (such as disabled or gifted children) and for inclusion. Even though Trainee-6 mentioned that the Special Needs Education course at least helped her gain awareness and theoretical knowledge about such students, she criticized the course they took in relation to inclusiveness:

In inclusive education lesson, the instructor shared the topics from the handout and we were reading them. The lesson passes in this way. So, I cannot say I took the education of this and such situations were making me anxious. (Trainee-6)

This participant responded that he wanted to gain more confidence in preparing a lesson, using appropriate teaching methods and understanding the primary school curriculum.

Theme 3: Balance between Practice and Theory

The third theme that emerged from the analysis of the qualitative data is related to the balance between practical and theoretical aspects of the teacher training program. In this regard, most of the TEs said that they evaluate the trainees in terms of the theoretical aspects of their respective courses. They also reflected that there is a balance between the practical and theoretical aspects of the course in the curriculum; however, they confessed that their teaching is dominated by discussions on the theoretical aspects of the courses.

One of the sub-themes related to the connection between theory and practice is the relationship between the theoretical training received and the teaching practice at primary schools. The responses of the interviewees imply that despite the received training during college classes, they experienced difficulties during teaching at primary schools due to the gaps that existed between theory and practice. One of the major gaps was the loose relationship between college-based training and school context as the contents of some college courses were not considerate of the primary school situation. This was caused by the discordance between the discourse in the education policies and the actual teaching practice in primary school classrooms. The following

comment of one of the interviewees (Trainee-5) implies that the contents of some courses need to be updated:

In college classroom, we do not have practical sessions on the major language skills as expected. ...some contents appear in the syllabus but you do not learn them. The exams of some courses included practical issues which we did not exercise in the classroom. Some exam items are also unrelated to the day-to-day life of the students. For instance, you may be asked to talk about issues related to the post office which is not currently used by most people. Most people in Kombolcha do not know even where the post office is located

The interviewee revealed his frustration with the lack of practical sessions in college classrooms on major language skills. He mentioned that some contents appear in the syllabus but are not taught, and that some exams are unrelated to the day-to-day life of the trainees.

The other sub-theme of the last theme depicts the loose partnership between TEIs and primary schools. Some of the challenges mentioned by five teachers include the struggle to speak in English proficiently (Trainee-1) where they have to act (mime) to make pupils understand the lesson; lack of appropriate teaching aids (Trainee-2); pupils' lack of the required competence to understand English properly (Trainee-4); pupils' hesitation to participate (Trainee-5); and an uncondusive seating arrangement to apply new methods (Trainee-6). These teachers stated that they expected the teacher training to address these issues.

Trainee-1, Trainee-3 and Trainee-4 stated that the college classroom context and the actual primary school classroom situation are not similar. One of the causes for this problem seems the loose partnership between the teacher education institutions and primary schools. This loose relationship puts the teacher training colleges in a position where they have a blurred image about the needs of the schools. Trainee-6, then, claimed that the teacher education colleges should establish a follow-up system that will contribute to the betterment of the program as well as the performance of the graduates.

As the participant teachers stated earlier, there is unbalanced weight or emphasis given to theory-based lessons and practical components of courses. Trainee-4 expressed: "We didn't have enough opportunities for practices in lessons in the college", and Trainee-1 claimed: "We had

theories, but there was a lack of practicing. This was the most dominant problem.” The loose relation between teachers’ theoretical knowledge and practical teaching coupled with the absence of coordination between stakeholders, and lack of follow up made the problem more acute. It is obvious that teachers learn teaching in practice, participating, and acting.

In reflecting on the teaching performance of English language teachers, some of the teacher educators stated that the performance of the trainees is declining from year to year. More specifically, TE-4 stipulated that this has become a trend at all levels these days. He added that the reason for the low performance of the teachers is their academic background. They joined the teacher education program because they achieved lower grades in national exams. If teacher trainees possess a low level of proficiency before joining the training program, then it appears unlikely that they will reach the required level after completion of the training unless they are engaged in more practical sessions. This implies that subject area courses have little impact on most trainee teachers achieving mastery of English unless a language teacher training program is practice-oriented. The result suggests that the training received is unlikely to equip trainee teachers with the practical skills needed for teaching English in primary classrooms.

In relation to teaching practices, one of the interviewees (Trainee-4) stated that the training lacks reflective practice.

Some instructors instruct us to follow difficult theories that we can hardly be utilized in some classes. They consider students at schools as good learners. They are not aware (or neglect) that students in Grades 9 or 10 don't even know or don't want to write a simple sentence of SVO (subject-verb-object) order. Their comments sometimes annoy us as beginners in education (Trainee-4)

In this statement, the interviewee expresses frustration with certain instructors who expect trainees to understand and apply complex theories that may not be practical or relevant to certain classes. She feels that these instructors may assume that trainee teachers at the college level are already proficient learners, but fail to recognize that pupils at earlier grade levels may still struggle with rudimentary language skills like constructing a simple sentence. This individual finds it annoying when these instructors make comments or expectations that are not aligned with the trainees’ abilities as beginners. Such practice is a counter to reflective teaching practice.

In addition to the teachers' interview, the interview with the TEs covered the training practices. More specifically, it emphasized the feedback they provide to the trainees, the trend of recording the trainees' academic progress, the use of peer-teaching and engaging the trainees in reflective practices.

With regard to the feedback that they provide to the trainees on exams, assignments and teaching practices, TE-1 and TE-2 stated that they provide regular feedback to the trainees during assessments and teaching practices while TE-3 and TE-5 revealed that they sometimes provide feedback to the trainees. This finding highlights potential inconsistency in the provision of feedback to trainees during their teacher training program. Hence, this feedback provision practice suggests lack of uniformity of the training because those who receive feedback from their trainers may benefit from more personalized guidance, improved learning and a deeper understanding of their strengths and weaknesses. This result is also in consistent with the results of the questionnaire (See Table 13). This also hinders trainee development. This result also suggests the need for professional development for trainers.

Regarding the second issue, the trend of recording trainees' academic progress, most of the interviewed TEs stated that they sometimes record the progress of the trainees. This implies that tracking the academic progress and improvement of the trainees is not practiced as required. The trainees also reported that the TEs' practice of recording their academic progress is not adequate. Such practice of the TEs reveals that the trainers face short of data for decision-making because inconsistent tracking of progress limits the availability of data for informed decision-making. Similarly, this hinders the ability to identify the areas where trainees may be struggling, monitor the effectiveness of teaching methods and interventions, and to make data-driven adjustments to the training program. Furthermore, if there is not clear picture of the progress of the trainees, there will be limited opportunities to identify areas for improvement in individual trainees and the overall training program.

The use of peer-teaching was what the TEs were requested to reflect on. As a result, four of the TEs reported that they engage the trainees in a peer-teaching practice once in a semester while the remained two TEs stated that they did not engage the trainees in peer-teaching. This practice suggests that most of the trainees have opportunities to develop valuable skills such as communication and interpersonal skills, problem-solving skills and collaboration with their

peers. In addition, the trainees who were engaged in peer-teaching develop key competencies for effective teaching.

The last issue which was discussed by the TEs was the practice of engaging the trainees in reflective practices which involve self-evaluation. As a result, the three of the TEs stated that they allow the trainees to evaluate their academic performance and progress through self-evaluation. In this regard, TE-6 stated that he allows the trainees to fill in a questionnaire regarding their strengths and weaknesses after some sessions. This result implies that it is only few TEs who engage trainees in reflective practices which limits the trainees exposure to the development of their metacognitive skills, such as critical thinking, self-awareness and problem-solving skills.

Overall, the data suggests that there is room for improvement in the practice of teacher educators to train primary school English language teachers in Amhara region, particularly in providing feedback, recording progress and engaging trainees in reflective practices.

5.4.3 Results of the Classroom Observations

Experiences tell that an instructional process requires a general diversity of competence from the teachers which includes knowledge of the subject matter, creating and maintaining classroom culture (whether the classroom culture set all pupils up to engage in the work of the lesson), essential content (whether all the pupils working with content aligned to the appropriate standard for their subject and grade level) and demonstration of learning (whether all pupils demonstrate that they are learning). The findings obtained from the analyses of the classroom observation data are presented in this section so as to reveal teachers' levels of English language proficiency and lesson implementations skills. The teachers who were involved in teaching English language to primary school are expected to use simple and understandable language because children at this education level need explanations on language points and illustration of the use of different language functions and patterns.

Theme 1: Teaching performance

With regard to the teachers' competence, the observations revealed that most of the teachers were reading out from the textbooks as well as their notebooks while teaching the language.

Moreover, their readings were not supported with tangible illustrations and explanations that exemplify the use of the language items so that the pupils understand them clearly. Their limited explanations were also dominantly in Amharic. It seems that the teachers' deficiencies in English compelled them to use Amharic for much of their class time. This implies the inefficient input that they received from the training program and their poor preparation. The following extract illustrated this (what the observed teacher said in Amharic, and I have translated it into English by the researcher are indicated in *bold italicized* style),

T (Teacher): Semi-colon, colon *are punctuations* Okay. *They have functions, right?* Today we learn about apostrophe. *Apostrophe is one of the punctuation marks.* The sign of apostrophe *looks like comma, okay! Apostrophe just like the other punctuation marks, has its own functions.* The first one use an apostrophe, apostrophe-s. *Apostrophe-s and s-apostrophe. There are differences between them, right? If it is apostrophe-s, it indicates singular. First, the note says* apostrophe-s show that one person talking own or a member of something. *It indicates possession. It shows ownership.* Example 'Whose exercise book is this?' *whose exercise book is it?*

S (Student): *Mohammed's.*

T: *It is Mohammed's, right? So, if we want to indicate that it belongs to Mohammed, we say Mohammed's. Here apostrophe-s shows us singular. Singular possession or it shows his own or ownership. For example, here* Alimaz's dress is attractive. *Whose dress is attractive?*

S: *Almaz's.*

T: Alimazi's. *So, apostrophe-S possession indicates Almaz's or singular. Here also shows another use of apostrophe when singular word ends with -s. For example, 'Rose's room is clean.' We put s after apostrophe. Listen, listen, listen. It may not have a problem either we add or omit 's' after the apostrophe. Here, these two sentences have similar meaning: 'Rose's room is clean' and 'Roses' room is clean.' Secondly, what did I say about s-apostrophe? If it is s-apostrophe, apostrophe-s shows singular, right? If it is s-apostrophe, it shows plural. For example, 'The parent's bedroom is wider than the children's.' We said 'parents.' Where should we put the apostrophe? It is put after S. It shows plural. Whom does it belong? It says 'The parent's bedroom is wider than children's.' Isn't it? So, whose bedroom is wider? It is the parent's. Right? So, this shows plural. The second example 'The lions' cage' also shows this plural. What does the third show us? Look at here. The note says if a plural noun does not end with s, are apostrophe plus s. If a plural noun doesn't end with 's', for example when we make 'man' plural, it becomes 'men,' right? Woman women child children. Hence, when we see 'The children's ...' as an example, is it singular or plural? It shows plural. But since it doesn't end with 's,' we use apostrophe-s. Here we don't uses-apostrophe as we did in the first example. We show possession as we did on singular noun. So, how do we indicate that? We use apostrophe-s. Do you understand?*

Ss: Yes.

T: Clear?

Ss: Yes

T: *Okay, if it is clear, look at here. Your attention, please. First, show me an example that indicates apostrophe-s. Just one example. I mean apostrophe-s for singular noun. You can use objects or human beings.*

[the teacher knocks the board, the wall as well as the desk to get the students attention.]

T: *You can even use what you wore, your friend's shoes. you kept silent. Didn't you understand what we learned?*

S: *It is clear.*

T: *So, you had better to speak if it is clear!*

[The teacher became nervous as the students were not reacting to her question.]

S: Hayat's

T: Hayat's *eee what?* Apostrophe-s. 'Hayat's shoes is black.' Whose shoes is this? *eee? Whose shoe is it?*

S: *Hayat's.*

T: *Hayat's. So, this shows the first example which indicates singular. What if it is plural? . . . Keep quiet. You do not understand the lesson because you do not listen. Let you make it plural. Whose class is this? Whose class is it?*

S: *Section A's.*

T: *So, this class is section A students'. Whose class is it? Section A's. Come in baby. Come in baby.*

[the child of another teacher got into the class since the teacher does not have a babysitter at her home.]

T: *Okay, your attention, please. What did you observe now? Singular plural?*

Ss: Singular, plural, singular [many different sounds heard from the students]

T: *What did I say about this? It is possession, isn't it? Possession shows ownership, right? Whose class is it? Sections A students'. This then indicates plural. The third point that we discussed is the property of using apostrophe with plural nouns which do not end with -s. Give me your won example. Give me an example that doesn't end with -s. It can be a common noun.*

Please single example.... men apostrophe-s, isn't it? What does it show? It is plural form, isn't it?

[no student was able to give her examples. Then she stopped asking them orally and proceeded to give them activity.]

T: *Let me give you an activity. Let you finish copying and let me give you an activity.*

[the students told her that they did not finish copying from the blackboard. However, it seems that they lied her because they are not interested the way she was teaching.]

This suggests the teachers' inability to elaborate on the language functions to students' levels of comprehension and to subsequently motivate them to try out the language patterns that are crucial for enhancing their English language learning. This in turn might have little or no impact on cultivating the children's English. The use of the expected classroom English in the primary classrooms while explaining, motivating or demanding answers from children appeared to be missing in most of the observed classrooms. The limited classroom English language used by some of these teachers was also often accompanied by grammar and pronunciation errors, which further shows the teachers' deficiency of using the language. They were observed mispronouncing some English words. Such practices give learners a wrong model. For example, one of the teachers was pronouncing "might" as /meɪt/ instead of /maɪt/. In addition, Trainee-9 was repeatedly pronouncing "plane" as /plæn/ instead of /pleɪn/. Such a low level of proficiency of proficiency among the teachers did not seem to allow them to use the English language for instructional purposes and for different classroom functions and to communicate with most of the students in the classroom effectively. This further adds concern about the effectiveness of the teacher preparation program and the efforts of the teachers to develop their professional expertise.

In addition, the classroom data also show that most of the observed teachers used sentences that do not agree in number, such as "There are one cup in the picture (Trainee-6)," "There is three flowers on the tables (Trainee-6)," "write three sentence about the animal (Trainee-2)." Some of the observed teachers were also heard saying "Yesterday we learn about number and words (Trainee-7)," "we learning about animals (Trainee-2)," "We will learning about body parts (Trainee-4)," "Last week we are learning about describing people. Right/wrong? (Trainee-1)" and similar others. These all indicate that majority of the observed English teachers seemed to have a weak command of the English language to use it in primary classroom as much as the

level requires them, which was supposed to be resolved mainly by the received training. This further indicates that the rare use of the English language by the teachers in the classroom affects the modeling role of the teachers. In other words, the pupils' emulation effect of the language of the teachers was remarkably lacking in the observed primary classrooms. The following extract also shows the depth of the problem,

T: So this is we **are going to yesterday** we are to learns about. Today, we are to learns about synonyms (*/sainonims/*) and antonyms.

[A student was also pronouncing the word "synonym" during responding to questions as the teacher pronounced it.]

T: Okay. Antonyms? Who can try antonyms? Yes!?

S: Antonym is positive words.

T: Antonym is positive words. [the teacher approved the answer as of the student has correctly defined it].

One of the grade 3 teachers wrote the following words on the blackboard and required the students to tell him their meaning in Amharic.

black sack sock lock tick sick

The above activity was designed to help children improve their reading and writing skills through promoting their phonological knowledge because skilled reading at threshold levels is determined by mainly the children's phonemic and quick word recognition skills. Teachers are, thus, expected to help students understand the correct sounds that individual letters and/or group of letters in the word represent and the correct meanings of words. Therefore, teachers' skills in helping students develop their knowledge and skills are crucial for students reading fluency. However, some students in this particular classroom were encouraged to tell the meanings in Amharic. The teacher was also found translating the word 'tick' as '**thick**', which signals the teacher's weak English.

In other observed classrooms, when one of the pupils, for instance, asked a question and the teacher responded that: "now another one is also going to say that I am not understood." After the comment, he tried to explain briefly to the pupils. However, the explanation shows that the teacher had a problem with the medium of instruction, whereby he could neither express himself properly in English nor restate the utterances of the students.

Theme 2: Teaching approach

The teaching style that most pupils enjoyed was allowing them to write on the blackboard. Most students did not feel shy when they were invited to write their responses on the board. This was observed in the classrooms of Trainee-7, Trainee-2, and Trainee-3. This benefits them to develop their confidence to stand in front of others.

However, some of these trainee teachers lack commitment to any potential means of bringing about the desired change because of their dominance in the classrooms as well as their poor command of the language. In some classrooms, the teachers were observed continuing to talk up to the end of the lesson since the pupils had been discouraged from talking. In another classroom, it was the teacher who was a dominant figure in the classroom because there was no balance between teacher-talk and student-talk. As the classroom was teacher-centered, it did not foster student-engagement and autonomous learning, which illustrates ignoring the development of children's ability to use the language for communication. In addition, much of the instruction was in Amharic and some of it in ungrammatical English (e.g., Last period ehh...we was ...discussed....; Who can show me your eyes?). Some teachers also urged the pupils to complete the activities without giving them an opportunity to ask questions.

The interaction between the teacher and the pupils was primarily effected in Amharic than in the English language. For example, Trainee-7 was observed translating the exercises to Amharic while the students were doing from the board. English was used to a limited extent in the classroom of this teacher. The teacher was also struggling to elaborate the language functions and model them to the students' level of comprehension. In addition, the teacher's efforts to motivate the students to try out the language were limited. Though such effort could be crucial to enhance students' English language competence, it was understood that such classroom practice has little impact to cultivate students' English. This scenario hints that the students' learning of the language may not be realized as required.

The use of teaching aids was totally lacking in the observed classrooms except in Trainee-5 class. Almost all the teachers preferred the blackboard as the only teaching aid. They write notes on the blackboard, give an in-class tasks; students are given chances to come to the board and write their answers to the tasks, then the teachers sometimes write corrected versions of the

responses on the board. However, it was difficult to allow every student write on the board. Hence, it is not fair to come to class every other day just to write one or two words/sentences on the board to respond to a question. This finding indicates that the teachers were not making different efforts to use different teaching aids, relying solely on what was already in the class, and almost all of the lessons were taught through talk-and-chalk. This may also indicate that the teachers lack the ability/commitment to use a variety of teaching methods and teaching aids and therefore did not seek to bring any of these to class. In language sessions, where pupils have different learning styles, teachers need to use different styles of teaching aids to capture learners' attention and to facilitate the delivery of the lesson.

Theme 3: Classroom management

The third theme that emerged from the analysis of the observation data is classroom culture. The classroom observation data also indicate that learners were generally noisy and unruly, talking loudly to each other in Amharic for much of the time and demonstrating little interest in using English when carrying out tasks. Due to the transmission mode that teachers predominantly used, the children were often fidgety and inattentive to what the teachers say and do. In addition to the weaknesses of English teachers in delivering the English lessons, they were unable to manage their classroom despite their frequent warnings to stop children from talking loudly and fighting in classroom. Most of the observed teachers frequently attempted to regain control over the class by giving orders and advice in English and in Amharic (e.g., “keep silent!” “Sit down!” “Get back to your seats.” “Didn’t I say ‘keep silent’?”). A few of the observed teachers often threatened students with large sticks and sometimes struck them to remain seated and keep silent. This served little purpose other than to encourage the learners to associate English instructions with punishment.

In addition, some of the teachers often cautioned students in an attempt to grasp their attention which further disrupted the flow of the lesson. The relatively routinized classroom commands such as ‘stand up’, ‘sit down’, ‘don’t disturb’, ‘keep silent’, ‘clap your hands’ or ‘raise your hands’ were frequently used. Most of the teachers were heard saying ‘silent,’ ‘keep quiet’ repeatedly. In the classrooms of some teachers, it was observed that some students sitting at the back were fighting with each other while the teachers were writing on the blackboard.

The following scenario in the classroom of Trainee-1 exemplifies most of the classrooms of the primary schools (what the observed teacher said in Amharic and have been translated into English by me are indicated in ***bold italicized*** style).

T (Teacher): Okay. This is our daily lesson. ***This is the meaning of words.*** So you can make it a class work. According to the passage yesterday. That is what? Growing of equal. Growing up equal. Make it. ***Do it okay.*** Do it. Do it all of you.

[some students were asking each other for clarity since they read the passage the day before.]

T: We will do it again.

[the students were left without guidance and support]

T: Do it. ***Have you finished?*** Write, write, write.

T: Have you finished? No?

[there is noise in the classroom, but it was only few students who were talking about the activity]

T: Silence!

T: Pay attention. ***Do it again.*** [after a long silence]

T: We summarize okay. ***Let's do it together.*** Take correction okay. Question number 1. Old fashion.

Who can match? Sit down, Hanan! ***Who can match the correct answer?*** Are giving the task for Firdos, okay?

Firdos: The answer is G.

T: Letter G. she get the answer, yes? The answer is letter G. It says what? ***Older or no longer.*** Old fashion ee it is clear? Number 2, gender. Yes, Abdurohman?

Abdurohman: Letter F.

T: Read it. ***The division of what and what?*** Ya, thank you. [consulting the teacher guide]. Letter F the division of ***male and female sex.*** Thank you. Number 3? Stereotype. Again and again. Yesterday and before yesterday [the teacher intended to say that they have read the word in the passage repeatedly]. ***What does it mean?*** Melat? Letter? Letter E. ***who can read choice E?*** Letter E say that....

Ss: image, idea, character, etc.

T: image, idea, character, etc. conventional form ***without considering individual.*** Okay? Conventional form. ***Is this clear?***

Ss: Yes.

T: Okay, good. To acquire? ***I should give the chance to*** eee yes?

Ss: Letter A

T:Read it. Letter A contains what? ***Who can read?*** Choice A contain what? Abilities, thank you.

S:I think the answer is E, teacher. It is E, teacher.

T: Number 4 what? B, and number 5 what? Stereotype means what? Ya, image, character, idea. This is what? Stereotype. And number 4, to acquire is what?

Ss: Letter B.

T: Letter B is to gain or to obtain. ***Number 5,*** skill. Skills ***means what?*** It is clear, ya? Ability. So letter A. ***The 6th question!?*** To sort. Ee?

Ss: Letter B.

T:Read it. ***What does letter B say? Read it. Just read. You came here to learn.*** That is. Thank you.

According to time, or run or etc, this is what? Letter G. and ***what about the last?*** Letter C. thank you. Clap your hands. [that was the end of the class.]

It can be noted herein that the teacher was conducting a vocabulary activity with the students, matching the words with their meanings. However, it is clear that the class at times is noisy, with students talking during the activity. The teacher asks them to complete the work, depending on the passage that was given to them the previous day, and insists that they finish their work. The noise level in the classroom therefore should have a very particular impact on the teacher in conducting a clear and concise vocabulary activity; it would be detrimental to the latter because, amidst noise and disruption, it would have been a distraction for the teacher to not hold the attention of every student to listen to what as to be said about the activity. Moreover, the unsupportive and unguiding approach of the teacher towards the students contributed to the unsettled classroom environment. This in turn contributed to the challenges faced by this teacher in implementing this activity. Consequently, the learning environment was not conducive and challenging for the teacher to keep students on task., who understood what they were doing and participated accordingly in the activity.

This data shows that while the teacher was able to maintain authority and control at times by asking for silence and attention from the students, there were instances where the students continued to talk and make noise. There was also a lack of proactive management strategies to prevent distraction, and focus was also redirected because of the noise from outside. The teacher did, however, attempt to redirect the students to the task at hand and bring the class back to focus. In regard to assessing the students' progress, the teacher attempted to have the students complete an activity based on the passage from the previous day, and later checked their understanding by asking questions about vocabulary terms and their meanings. However, the assessment process was a bit disorganized.

Theme 4: Aligning the content

With regard to the fourth theme, the alignment of the content with the grade level, the teachers do not attempt to pitch the activities to the level of the children. Since they were observed rushing to cover the contents that they planned, they did not have time to consider and exert effort to tackle the problem. This further indicates the teachers' failure to address the needs of the students in their classrooms.

In another classroom, it was observed that the teacher followed similar procedure to present a lesson which was about parts of the body. Though the names of body parts found in the students' textbook and the language patterns are expected to be presented using Total Physical Response method, the teacher failed to use the method as required.

In another class, it was observed that Trainee-9 was just found reading the exercises copied on the board from the students' textbook. Then loud reading was done because more than half of the students do not have textbooks. However, the teacher had eye contact only with few students. The teacher was just seeking responses from these students even without any effort to illustrate the use of the focused languages for students to understand and subsequently practice the language. He was also rushing to complete the next task without attempting to pitch the activities to children's level of understanding. This evidence indicates that the teacher was struggling to communicate the desired learning with most of the students in the classroom.

In some other classrooms, it was observed focusing on some skills at the expense of others. Trainee-1 was observed over-focusing on some skills and giving limited time to practice other important reading skills. This particular teacher was focusing on skimming and scanning, and forgot that the pupils first needed to learn the basics of how to read correctly before any other reading skills. The students were struggling to read sentences correctly, while the teacher was instructing them to work on skimming and scanning tasks. This indicates that the learners need to be taught reading from the scratch, because they do not seem to cope with it. Besides this, Trainee-2 was giving more emphasis on the contents of the reading text rather than the language that the pupils can develop through reading across different areas. The passage was about Dry Season which was for grade 5 students. The targeted vocabulary for the learners also seems beyond the level of the learners. Despite the purpose of the tasks to develop learners' vocabulary, the list of words provided to fill the blank spaces seem neglected their proficiency level. Example, the given list of words was:

reliance, maintain, utilize, arid, scorching, parching, desiccated

It seems that these words are not in the grapevine of the students for immediate use.

Theme 5: Lack of practice

The fifth theme is related to the influence of the teachers' instruction on pupils to demonstrate what they learn. The observation data revealed that some of the classroom situations lacked practice of the focused language item. One of the teachers (Trainee-2) who was teaching modal verbs used to express permission was observed giving more emphasis on the delivery of knowledge about the modal verbs while ignoring the development of learners' skills of using the language for communication. The teacher was also observed restating every utterance of his own in Amharic. In the following sample lesson, it was observed that the teacher was translating every utterance of him to Amharic, and this is indicated in *bold italicized* style:

T: *When we use it as a permission, for example, can you see the sentence that she wrote? It says 'Can I speak English with you?' If she is foreigner and cannot communicate in Amharic, 'Can I talk to you in English?' It is to say 'Can we communicate in English?' 'Can we...?'*

S: *Communicate*

T: *So here, we can correct this sentence by adding 'with you'.*

The following correction made by this teacher was also misleading:

T: *So, here we can correct by saying 'with you.' Put this in the middle. What about here? You did not notice the Subject. It does not have a subject. It says 'They cannot Amharic.' It would be better to use one of the four language skills. If we say 'write'. We can insert it in the middle to correct it.*

In this extract, the intention of the teacher was to indicate the missing subject, but it was the verb which was missed.

On the other hand, though the teacher let the students know their mistakes, the tone of his language was not friendly. In this instance, the teacher (Trainee-7) was using harshness as well as sarcasm towards a student who was writing on the board: "***Look how she is writing!*** [Giggly speech] ***Look her outlandish work! Begin, dear! Begin writing! A spelling mistake again! ...If you fail to put a question mark at the end of your interrogative sentences, I will cross it out. Take care! You will lose all your marks if you do so. I will not give you a single mark. You don't have to consume everything and distend yourself. Be selective when you study.***"

Besides, he told them to correct their mistakes by themselves. Letting them correct by themselves is among the motivating ways of effective teaching. However, this teacher did not

show (model) them the strategies that they can use to correct their mistakes. *“I am observing a gap in your works. When you write verbs that have similar sounds, you are making spelling mistakes. You have to know which spelling fits which verb. You are showing me your weakness in this regard. Take care. Correct yourself.”*

The use of appropriate teaching strategies is one of the indicators of engaging learners to demonstrate that they are learning. It was observed that the dominant teaching strategy utilized by most of the observed teachers was questioning and teacher-centered instruction. The teaching strategies such as feedback, reinforcement, active responding, providing opportunities for practice, reciprocal teaching, and the like are totally absent in those classrooms. This also further shows that the preparation of the teachers during their training was not adequate to equip them with the needed knowledge and skills to teach primary school pupils.

Because teaching is a social and professional activity, it requires training on the social and psychological aspects rather than merely technical aspects. However, a technician teacher is characterized by first not addressing his/her students’ development as a whole. Second, he/she does not have a say in the content of the curriculum, methods, techniques, course tools and in the assessment process of the training. In addition, he/she tries to display the performance expected from him/her. As teaching must contribute to raising an individual, the teacher should have this development so that he/she can engage the students with different individual, social and cultural characteristics. It is also very important for teachers to understand different cultures, rich meanings, creation skills, and attitudes. Such important features were not observed at the expected level in the observed classrooms.

Theme 6: Assessment and feedback

Assessment is one of the mechanisms that teachers can use to understand the academic progress of their pupils. It plays a crucial role in feeding back into the teachers’ practices. As an essential element, it does not take place in isolation from other phases of teaching. The assessment mechanisms that almost all of the teachers used were homework, class work (both individual and group works), and oral questions. In most of the observed classrooms, it was found that it was only a portion of the assignments (homework) that was discussed. Such discussions were also dominated by informing correct answers to the learners by the teacher instead of letting the

pupils reflect on their responses and feel the problems in their own. In addition, Trainee-2 was observed checking the students' exercise books for homework, and he was clouting those who did not complete their homework. The teacher rushed to telling the answers. In the other teacher's (Trainee-9) class, the class work provided by the teacher as means of checking their understanding of comparative adjectives is considerate of the learners' level of proficiency. However, it was observed that there is word choice problem (highlighted in **bold**) in the questions which say, "Which one of the following two **series** did you like _____?" Learners may know **movies/films** instead of **series**. Finally, this teacher recapped the lesson by asking one question orally and finished his session. Trainee-3 also tried to check students' learning by letting them to complete an exercise from their textbook. The teacher was rounding and checking students' engagement in the task assigned to them. Then the solution for the exercise was provided by the teacher himself, and most of the discussion was done in Amharic. Another teacher (Trainee-6) was observed teaching simple past tense. She gave them an individual task with less input, and the teacher took a corner in front of the class. Students who completed their tasks used to go to her and show their works. The feedback that the teacher provided to the students was expressed by putting either right (\surd) and/or wrong (X) sign. There was no more verbal corrective feedback, and most part of the session was consumed by the teacher's marking on students' exercise books. Similar session was also observed in the classroom of Trainee-2. In another teacher's (Trainee-7) classroom, it was observed that the works of the students (written on the board by the students themselves) were cleaned to leave space for other students to write their answers on the board without giving feedback. The limited feedback which was provided by Trainee-1 was also limited to merely informing the correct answers to either homework and/or class works without reasoning out and allowing the students reflect on their works and answers. Providing extended explanations and discussions could help the students to get constructive and corrective feedback. This includes, for example, showing better ways of doing the tasks. Such kind of feedback may also require the teacher to combine discovery learning, constructive and corrective feedback since elementary level learners need solid guidance in their academics.

The other teachers were also observed allowing students to write their answers on the board. Such practice was employed in order to engage the students. However, the students' works should get appropriate feedback before it is cleaned. In other schools, some sessions ended

without checking the understanding of the learners (e.g. Trainee-6 and Trainee-7). The dominant voice that was heard from Trainee-7, for example, was ‘spelling አስተካክሉ (*correct spelling*)’ or ‘punctuation ተጠቅሙ (*use punctuation mark*).’ This alone cannot bring learning. Some assessments were not inclusive of all relevant contents covered in a session. For instance, Trainee-8 was teaching conditional sentences and the exercise focused only on type one conditional clause. However, this teacher was effective in rounding the class to check every student and communicating with who were in need. Trainee-5 was among the more experienced teachers who was using scaffolding while teaching adverbs of frequency to his Grade 6 students. He oriented the purpose of the lesson, asked the students to name some adverbs of frequency, asked them to construct sentences using the adverbs of frequency, illustrated the adverbs using a chart and figures, gave them a note. This teacher was also asking some popping-up and unexpected questions using understandable language. Varieties of questions were asked throughout the session to help students sustain their understanding. Students were also encouraged to ask questions in the middle of the discussion.

During the interview, one of the teachers (Trainee-3) shared his experiences by saying, “...I won’t say ‘that is wrong’ because ... it builds block between you and students.” This is a good example to be followed in giving feedback to students because effective feedback includes allowing discussions on the most common mistakes. Such practices encourage students and tell them what their mistakes were and how to correct them. Trainee-9’s session was where oral feedback practiced to some extent. He was also marking the works of the students. However, because of the mismatch between the time allotted, class size, shortage of textbooks and proficiency level of the learners, it was only a few students whose works were checked by the teachers. In short, the practice of the teachers indicates that they need to update their knowledge and reinforce their practices of giving feedback. This may include the combination of oral feedback, written feedback, peer review and student-centered as well as teacher-centered feedback. This will help students learn from their mistakes and avoid repeating them further.

With regard to the use of the target language (English), it was two teachers who were using dominantly English in their instructions. Using the medium of instruction would help students to acquire lifelong skills. Unless they experienced at this level, it is difficult to imagine that they

would develop the language at the next level. Hence, the teachers have the responsibility to expose the learners to the language of instruction at this level of education.

5.5 The Relationship between the Expectations & Received Training

5.5.1 Results of the Questionnaire Data

The analysis of comparing the results of the responses of the participant teachers regarding their expectations and the training that they have received was conducted using Spearman’s rank correlation. The items of the questionnaire dealt with the basic aspects of language, language acquisition and learning, foundations of language education, methods and techniques of language learning, assessment procedures and experiential learning. The analysis is done based on these themes, and the results are discussed below.

The first category comprised of three items which focused on basic aspects of language such as competence in terms of the four language skills, basic structure of English language and basic concepts of the language system (like phonology, morphology, syntax, etc).

Table 14: Spearman rank-order correlations between training expectations and adequacy of the training they received on fundamental aspects of language

	Training	
	Expectations	Received Training
Training Expectations		
Received Training		0.494**

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

The Spearman rho correlation was used to examine the relationship between the training expectations of the teachers and the training that they have received on the fundamental concepts of language. A significant positive correlation was found between training expectations of the teachers and the training they received, $r(47) = 0.494$, $p = 0.00$. The correlation is moderate since $r < 0.5$. The results suggest that as expectations are catered, the interest in engaging in the training tends to increase. This result also indicates that the teachers’ expectations regarding the knowledge and skills listed under fundamental language aspects is positively correlated with the

attention given by the teacher educators during the training in college classrooms. This result indicates that the received training on the fundamental aspects of language is more than what the teachers expected from the training. For a two-tailed test, a p-value less than 0.05 (common threshold) suggests that the correlation is statistically significant. In this case, the p-value is 0.000, indicating that the correlation between teachers' expectations and the received training is statistically significant. In general, there is a moderate positive correlation ($r = 0.494$, $p = 0.000$) between the training expectations of primary school English language teachers in Kombolcha and the training that they received from TEIs.

The descriptive statistics in Table 1 indicates that the respondent teachers have got what they expected from the training on the four macro-skills and the structure of the language. On the other hand, their expectation regarding the basic concepts of the language system (e.g., phonology, morphology and syntax) was low, and parallelly they received inadequate training. Hence, the result of the analysis made using descriptive statistics and Spearman' rho correlation coefficient indicates that the correlation between the participants' expectations and the training that they received has a significant relationship.

The language acquisition process category of the questionnaire included two major items which focused on theories and concepts related to language acquisition, and difficulties in learning foreign and/or second language learning. The participant teachers responded to the items which are related to their expectations of the teacher training program and the adequacy of the training in addressing their expectations. The following table, thus, shows the correlation between the participants' expectations and the adequacy of the training in addressing them.

Table 15: Correlation between teachers' expectations and adequacy of the training they received on the language acquisition processes

	Training	
	Expectations	Received Training
Training Expectations		
Received Training		0.461*

*. Correlation is significant at the 0.05 level (2-tailed).

A correlational analysis was conducted to examine the relationship between the training expectations of the participant English language teachers and the adequacy of the training that they have received to address their expectations using Spearman rank correlation. Based on the data, the result indicates that correlation coefficient between these two variables is calculated as $r = 0.461$. This indicates that the magnitude of the relationship is regarded as a moderate positive correlation between the variables. The p-value is 0.001, and this indicates that the correlation between the training expectations of the participant teachers and the training that they received is statistically significant. The result depicts that there is a positive relationship between the expectations and the adequacy of the training that the teachers received from the TEIs. However, the magnitude of relationship is moderate as $r=0.461$. The result in Table 2 also depicts that though the teachers did not expect training on first/second language acquisition/learning, the training had given adequate attention to this component. In contrast, though the teachers expected to learn about the difficulties/challenges that students face when learning a foreign/second language, the actual training did not give adequate attention.

The third category of the correlated items is termed as the foundation of language education which focused on the theoretical and policy foundation of English language. The items were designed to assess the expectations of the teachers towards the knowledge and skills that they might gain from the training and the adequacy of the actual training they received. The table below, thus, shows the correlation between the teachers' expectations towards the issues and the adequacy of the training in addressing their expectations.

Table 16: Spearman Rank-Order Correlations between Training Expectations and the adequacy of the Received Training on Foundation of EFL/ESL Education

	Training	
	Expectations	Received Training
Training Expectations		
Received Training		.217

Spearman's rank-order correlations were calculated using SPSS to examine the relationship between level of the expectations of primary school English language teachers regarding the college training and the training that they have actually received from TEIs. The analysis

revealed that there is a positive correlation between the training expectations of the teachers and the training that they have received, $r=0.217$, $p > 0.05$. The correlation coefficient indicates a positive relationship between the variables, and the result suggests that the magnitude of the relationship is modest, which is almost weak, as $r < 0.3$. However, since the p -value is 0.572, the relationship between the variables is not significant. Hence, the received training did not address the expectations of the participant teachers in terms of the foundations of language education. The result of the descriptive statistics in Table 3 also depicts this.

The ELT methods category of the questionnaire included the issues about the methods and techniques used for training teachers to teach English language at primary schools. The questionnaire then requested the trainees to express their expectations towards the items prior to joining the college and the adequacy of the training in covering their expectations with respect to these issues. The following table, thus, shows the correlation between these variables.

Table 17: Spearman Rank-Order Correlations between Training Expectations and the Received Training on Methods of Language Instruction

	Training	
	Expectations	Received Training
Training Expectations		
Received Training		.240

The relationship between the teachers' training expectations and the actual training that they received on the methods of English language instruction was analyzed using Spearman's rho correlation coefficient. The result ($r=0.240$), then, indicates that there is a weak positive relationship between participant teachers' training expectations of the issues related to the ELT methods and the adequacy of the actual training that they have received on the issues. The magnitude of the relationship is weak because $r < 0.3$. The p -value of 0.105 indicates that the correlation is statistically insignificant at the 0.05 level. Therefore, there is evidence to conclude that there is no significant relationship between the training expectations and the adequacy of the received training in addressing the expectations.

The result in Table 4 also shows that the received training did not consider the training expectations of the trainees on adapting teaching materials and activities that fit students with special needs, and applying independent and collaborative learning methods.

The other category of the questionnaire was about assessment techniques. The items in this category focused on basic concepts and practices in designing and administering assessments, the issue of continuous assessment and providing follow-up and corrective feedback on learners' activities and work. The following analysis presents the correlation between the responses of the teachers with regard to their prior expectations from the training and the adequacy of the training that they have received regarding these issues.

Table 18: Spearman Rank-Order Correlations between Training Expectations and the Received Training on Assessment

	Training	
	Expectations	Received Training
Training Expectations		
Received Training		0.214

According to the Table 18 above, the results of the Spearman's rho correlation ($r=0.214$, $p=0.148$) indicate that there is a positive but weak relationship, as $r < 0.3$, between the expectations of the respondents regarding the items listed under the assessment techniques category and the adequacy of the actual training received by the teachers on each item. With regard to the significance of the relationship, however, the correlation is not statistically significant at the 0.05 level, as indicated by the p-value of 0.148. Therefore, there is not enough evidence to conclude that there is a significant relationship between the participant teachers' expectations and the training that they received data.

The result in Table 5 also revealed that the expectations of the participant teachers were not addressed well during the actual training in their stay at their respective TEIs. Hence, the training that the teachers received from teacher training colleges did not address the needs/expectations of the trainee teachers in terms of basic concepts, issues, and practices of assessment designing, development and interpretation, continuous assessment and corrective feedback.

The last category of the questionnaire items is related to peer teaching and reflective practices. The participant teachers were then asked to respond to each item in terms of their expectations of the training to address these issues and the adequacy of the actual training on each item. Table 19 below depicts the relationship between these variables.

Table 19: Spearman Rank-Order Correlations between Training Expectations and the Received Training on Experiential learning

	Training Expectations	Received Training
Training Expectations		
Received Training		.122

The results of the Spearman’s rho correlation coefficient, which is presented in the above table, show that there is a positive but weak correlation between the respondents’ expectations of issues raised under teaching practice and the adequacy of the training that they received from TEIs on each item ($r=0.122$, $p =0.414$). In addition, the correlation is not statistically significant at the 0.05 level, as indicated by the p-value of 0.414. This figure shows that there is no enough evidence to conclude that a relationship exists between the expectations and the actual training. The data in Table 6 and its analysis also show that the trainee teachers’ expectations from the colleges they joined regarding peer teaching and reflective practices were high, although the training that they received did not fulfill these expectations. Therefore, there is a disconnection between the participant teachers’ training expectations and the reality during their training in the colleges where they were assigned to learn.

In addition, I analyzed the data collected in relation to the relationship between the teaching skills of TEs and the teaching performance of teacher trainees. However, a notable disparity exists between the results on the specific items of the questionnaire. The following tables indicate this.

Table 20: Teacher Educators' Perceptions about Their Teaching Skills

Item	Responses (Frequency & Percentage)						Mean
	VA	A	UD	I	VI	Sum	
The feedback that you give to your trainees during exams, assessments and teaching practice	1 (9.1%)	5 (45.5%)	1 (9%)	3 (27.3%)	1 (9%)	11 (100%)	3.2
The trend of recording the progress of your trainees to determine their learning outcome	1 (9%)	2 (18%)	3 (27.3%)	5 (45.5%)	0 (0%)	11 (100%)	2.9
Your subject matter competence (listening, speaking, reading and writing skills, and grammar)	2 (18%)	6 (54.5%)	0 (0%)	2 (18%)	1 (9%)	11 (100%)	3.5
Your pedagogical (teaching) skills	1 (9%)	6 (54.5%)	1 (9%)	3 (27.3%)	0 (0%)	11 (100%)	3.5
Letting the trainee to evaluate their own teaching performance during peer-teaching	1 (9%)	5 (45.5%)	1 (9%)	4 (36.4%)	0 (0%)	11 (100%)	3.3
Grand mean							3.3

The study examined feedback practices during exams and assessments. Results indicated that 45.5% of respondents agreed on the effectiveness of the feedback provided to the trainees during assessments and exams. The mean score for this aspect was 3.2, which is below the grand mean (3.3), suggesting a below average level of satisfaction with the feedback processes. Regarding the recording of trainees' progress, the data revealed a lower level of practice among participants, as the mean result (2.9) is below the overall mean (3.3). Specifically, 45.5% of respondents rated this aspect as 'Inadequate,' resulting in a mean score of 2.9. This suggests a need for improvement in how trainee progress is tracked and documented.

In contrast, subject matter competence emerged as a strong point in the evaluation, with 54.5% of respondents agreed that they demonstrated strong subject knowledge. This positive assessment is reflected in a mean score of 3.5, the highest among all evaluated aspects and higher than the grand mean (3.3). The assessment of pedagogical skills also yielded positive results. Most respondents (54.5%) agreed that their pedagogical skills are adequate for equipping trainees with necessary competencies. The overall mean score was 3.5, which, being higher than the grand mean (3.3), suggests a generally positive perception of pedagogical abilities. Additionally, teacher educators reported that they allow trainees to engage in self-evaluation practices during peer teaching. The mean score for this aspect was 3.3, which is equal to the grand mean. This

indicates that teacher educators believe their practice of allowing trainees to evaluate their own performance during teaching practice is adequate.

Furthermore, I collected data from the trainee teachers to explore the teaching skills of their trainers in college classrooms (Table 21).

Table 21: Teacher Educators' Performance

Item	Responses (Frequency & Percentage)						Mean
	VA	A	UD	I	VI	Sum	
The feedback that you got from your instructors during exams, assessments and teaching practice	2 (4%)	7 (15%)	11 (23%)	22 (47%)	5 (11%)	47 (100%)	2.9
The trend of your TEs to record your progress to determine your learning outcome	1 (2%)	2 (4%)	6 (13%)	21 (45%)	17 (36%)	47 (100%)	2.6
The subject matter competence (listening, speaking, reading and writing skills, and grammar) of the teacher educators	7 (15%)	22 (47%)	9 (19%)	6 (13%)	3 (6%)	47 (100%)	3.6
The pedagogical (teaching) skills of the teacher educators	8 (17%)	12 (26%)	12 (26%)	13 (28%)	2 (4%)	47 (100%)	2.5
Letting you evaluate your own teaching performance during peer-teaching	0 (0.0%)	6 (13%)	8 (17%)	16 (34%)	17 (36%)	47 (100%)	2.6
Grand mean							2.6

The first item focused on the feedback received by trainees received from their trainers during assessments and peer teachings. As a result, the average result for this item is 2.9, which is considered inadequate. Only 4% of the respondents rated the feedback as very adequate, while 15% rated it as adequate, and 58% rated it inadequate. The second item was about the experience of the trainers recording the academic progress of their trainees and determine their learning outcomes. This item's mean score is 2.6, which falls between inadequate and very inadequate. 45% of the respondents rated this trend as inadequate, while 36% rated it very inadequate.

The participants were also asked to rate their trainers' subject matter competence (listening, speaking, reading and writing skills, and grammar). Nearly half of the respondents (47%) rated the subject matter competence as adequate, while 13% rated it inadequate. The participant teachers also assessed and rated the teaching skills of their trainers. Consequently, the mean result for this item is 2.5, which is below the grand mean. On the other hand, 26% of the respondents rated the pedagogical skills as adequate, while 32% rated them as inadequate.

The item which is concerned with the opportunity provided to evaluate their own teaching performance during peer-teaching, the average result for this item is 2.6, indicating that the practice of the trainers to involve the trainee in self-evaluation activities is inadequate as 34% of the trainees declared. Furthermore, a third of the respondents (36%) rated it “very inadequate.”

To examine the relationship between the trainers’ responses and trainees’ perceptions, Spearman’s rank-order correlations were calculated using SPSS (version 26).

Table 22: The Relationship between TEs’ Perceptions and Trainees’ Evaluation of TEs’ Pedagogical skills

	TEs’ perceptions	Trainees’ report
TEs’ self-report		
Trainees’ report	.637*	

*. Correlation is significant at the 0.05 level (2-tailed).

The Spearman’s correlation analysis indicated significant correlation between the TEs’ reports about their own teaching skills and the evaluations reported by their trainees, $r=0.637$, $p<0.05$. This result reflects a strong positive relationship between the variables, and the result ($r>0.5$) suggests that there is substantial relationship. Additionally, the p-value ($p=0.014$) indicates that the relationship between the two variables is significant, indicating that the self-evaluation report of the TEs corresponds with the trainee evaluations. This result indicates that TEs’ teaching skills corresponds with trainees’ evaluation, though the relationship between these variables is not the sole determinant of training effectiveness.

As indicated in tables 20 and 21, although the TEs believe that their feedback and follow-ups are effective to help trainees, the trainees have a different perspective. The TEs rated their feedback trends (mean=3.2), but the trainees felt the feedback they received was less helpful (mean=2.9). This indicates that there is a significant gap in perceived effectiveness. Regarding the practice of recording trainees’ progress, the mean score of the responses of the TEs is 2.9 while that of the trainee teachers’ is 2.6, indicating disconnection in how progress is tracked and communicated.

On the other hand, while the TEs rated themselves at 3.5, trainees rated them higher at 3.6, indicating alignment of perceptions regarding subject matter knowledge. However, there is a notable disparity regarding the pedagogical skills of the TEs as mean result of the TEs’ responses is 3.5 while that of the trainees’ is 2.5. On the other hand, engagement of trainees in reflective

practices through evaluating their performance during their peer teachings is low (mean=2.6) though the TEs believe that they engage the trainees to evaluate their own teaching performance (mean=3.3). This result indicates that TEs reported that they effectively engaged trainees in evaluating their own teaching, but the trainees reported that this aspect was not handled well. This suggests that there is misalignment between the practice of engaging the trainees in evaluating their own teaching after peer-teaching practices.

5.5.2 Results of the Interview Data

Providing quality education is one of the most significant concerns of governments and educational institutions. However, most of the participants in this study reported that the most important challenges to achieving quality in education are related to the curriculum and the training styles of TEs. The contents of some courses need revision as they are too bulky to manage. These interviewees reported that most of their TEs were relied on prepared notes in hard copies. They usually use lecture methods, and this affected the effectiveness of the teaching-learning process in transferring sufficient knowledge and skills. TE-3 himself stated, “I lecture in my class to cover the vast course content, where it is difficult to apply active learning to.” TE-1 added, “I use my life experience in teaching. Of course, it’s difficult to say that I know enough ways of teaching.”

The subsequent issue following the expectations of the teachers was revealing their satisfaction after they completed the training. The responses of the teachers on this issue are presented below.

With regard to whether the teachers were able to get what they expected from the training, some of the interviewed teachers (e.g., Trainee-3) stated that the training did not cause a major effect on them while others (e.g., Trainee-2 and Trainee-4) revealed that the training significantly contributed to their teaching at primary schools. Those who positively perceived the training stated that it influenced their styles of teaching English language (Trainee-4), and has helped them to reduce their talking time in the classroom (Trainee-6). On the other hand, Trainee-3 indicated that there were some issues that he expected to address in the training but was unable to do so. This trainee further stated:

The training in some of the courses was student-centered. As a result, we [the trainees] were exchanging important points. However, it would have been more effective if we had exchanged our experiences because this was what I expected from the training. This would have helped us to fetch lessons from the experiences of other trainees. The training sessions were devoted to covering the theoretical contents of the courses rather than discussing the reality of teaching English at primary schools.

This participant comments on his experience with student-centered training in some courses. He feels that the training sessions focused too much on theoretical content rather than discussing the reality of teaching English at primary schools. . This implies that while theoretical knowledge is essential for understanding the foundations of teaching, it may not directly translate into effective classroom practices. Therefore, this participant was discussing the reality of teaching would involve practical strategies, real-life scenarios and solutions that teachers can apply in their day-to-day work. This suggests a desire for more hands-on training that equips teachers with tools and techniques they can use in real classroom settings.

Furthermore, there were some aspects of the training on which the participants had lower needs or expectations but that were highly emphasized during the training. For instance, although Trainee-2, Trainee-4, and Trainee-5 showed low needs for language acquisition and theories of second language learning, there was a higher degree of emphasis on them by the training. Trainee-9 further stated that he needed to improve his performance in order to further develop as a professional. Trainee-2 also expressed that he expected to learn ways of encouraging and supporting the pupils at primary schools in their attempts to learn the language. Parallel to this, Trainee-8 stated that he expected simple teaching strategies that would be utilized in primary schools. The other participants also revealed that since they were teaching the elementary students, they expected to learn about activities and other child-centered teaching strategies that they failed to apply before the training.

The participants' reflection indicated that most of them were satisfied with the theoretical and some practical aspects of the training such as classroom management and lesson planning. However, the majority of them reflected that there was a shortage of sessions on how to integrate and teach the language skills. They needed to improve their grammar knowledge. They also reported that the feedback that they received (both during practical and theoretical sessions) was

not satisfying. Trainee-1 feels uncomfortable with the feedback he received from some of his trainers. He further stated that he rarely received feedback during the microteaching sessions. He also said, “I knew I need some feedback and comments on some aspects of my teaching, but I was not able to get that.” As stated by this trainee and Trainee-3, the feedback of some of the TEs and supervisors were more criticism than corrective.

In general, these responses revealed that although the trainees reported a high degree of need for some of the items, the degree of satisfaction they reported for the same items was found to be rather low. For instance, designing teaching activities and materials, coping with students’ problems and using songs and drama in lessons garnered a higher degree of need by the trainees (Trainee-2, Trainee-4 and Trainee-8); however, they indicated a low degree of satisfaction with the training they received on these issues. Furthermore, the need of being able to apply different assessment methods for primary schools was needed highly by Trainee-1 and Trainee-4, but the participants were not satisfied with the training that they received in this regard.

5.6 Challenges that Trainee Teachers Faced

In addition to the training expectations and the actual training that they have received, the trainees discussed the challenges that they encountered in the college. These challenges can be categorized into three broader categories, namely socio-cultural, linguistic and psychological problems.

5.6.1 Socio-cultural Problems

The first socio-cultural challenge identified in the responses was lack of engagement. While the trainees discussed having opportunities to comment on the teaching and learning process, Trainee-7 stated that two of his instructors were unwilling to let him speak in the classroom. Such disregard for trainees’ voices may stem from cultural norms that prioritize listening over speaking, particularly in public settings. Silence is often interpreted as a sign of respect and politeness.

Similarly, Trainee-4, highlighted the constraints on trainee participation: “[Trainees] were restricted in class.... There was limited space during lecture time to express our opinions.” The trainees reported that their limited roles in colleges hindered their ability to express preferences

and views on various matters. The dominance of TEs in college classes was also evident in interviews with former trainees. This trainee commented on her grammar instructor's teaching and exam styles as follows:

Our instructor ...did not consider our needs. Arguing against what he said is not encouraged. We asked him regarding the final exam result and he waited us with a couple of other teachers where we were unable to talk to him freely. Finally, he told us, 'I just wanted these guys with me to see such kind of students like you.' This was really humiliating (Trainee-7)

The above assertion highlights the trainees' negative feelings towards their TE's authoritative approach. In addition to neglecting them, the TE's often undermine them due to their academic weaknesses. However, the TEs are responsible for the psychological, pedagogical, and academic make-up of their trainees.

The second challenge echoed by the trainees relates to the TEs' reactions to their dissenting views. This was an issue that Trainee-4 wrote about in her portfolio, and she subsequently faced a negative reaction from her trainer:

I wrote in my portfolio that I was assisted by my boyfriend to study hard as he was one of the competent trainees in the college. In addition, because of his advice, I included the ignorance of one of our instructors to change his teaching method and teach us using more student-centered way, but I was frightened of failure as the instructor might take my name in the course for doing so. As I expected, the instructor who read this portfolio was not happy about this.

This quotation implies that the instructor was unhappy with her for two reasons: raising the issue of her boyfriend and her rigidity in changing his teaching approach. It also reveals a climate of fear among trainees. Some of the trainees even related the issue to harassment. However, it is the TE's responsibility to eliminate these concerns, as a climate of fear is not conducive to learning.

On the other hand, the TEs reported that the trainees lack the courage to participate. TE-5 highlighted that most participants are unwilling to participate due to lack of experience in their

secondary school classrooms. As a result, he stated that he focused on a few hard-working trainees during teaching, as most students listen passively. Such lack of engagement could be attributed to socio-cultural norms. TE-2 further stated, "... the collaboration might last for five minutes and then everyone turns to working individually." However, it is important to mention that the TEs play a crucial role in increasing the trainees' awareness of the importance of collaboration and teamwork.

5.6.2 Linguistic Challenges

With regard to the linguistic challenges, the trainees reported that their deficiencies in using English, which persisted from their pre-college education, hindered their learning experiences in college courses. The responses of the trainees indicated that the most common difficulties were related to vocabulary limitations, stylistic errors, pronunciation issues, and grammatical inaccuracy.

According to Trainee-1, Trainee-2, Trainee-4, Trainee-6 and Trainee-8, the writing difficulties that they face included vocabulary and semantic errors, lack of knowledge of different writing styles and problems associated with English grammar. Trainee-8 stated that this has hindered her writing ability in English language. Her words are read as, "...sometimes I have an idea in my mind, but I lack words to express it. This is my main problem." Her limited vocabulary might have been the result of her lack of reading. Trainee-1 stated that he used to memorize English words, and he was good at it because he stated, "...I had the experience when I memorize the Quran." However, memorizing could not be effective all the time. Lexical choice and translating English words from Amharic in isolation from their context were also identified as problems by Trainee-9.

One potential cause of these problems could be the use of a bilingual dictionary. This limits their lexical choices. Therefore, using a monolingual dictionary would be the best solution as it gives them the opportunity to choose the correct lexical item to express their intended meaning.

Another difficulty that was reported by the trainees was related to the lack of knowledge of different writing styles. The trainees reported their inability to differentiate between various writing genres, such as writing a personal letter to a friend and writing an application letter. Trainee-7, for example, commented, "I am not certain about the style of writing other than the

model the instructor gave us. I was using it as a model throughout my study in the college. This makes it really frustrating when the instructor asks us to write on other topics.” This suggests that the TEs may not have adequately prepared the trainees to write on diverse topics. This could be a root cause of the writing difficulties the trainees encountered.

The trainees identified English grammar as a major area of difficulty. For instance, Trainee-1 had difficulty using the right tenses: “I mostly struggle to use the correct tense.” Trainee-2 also commented that he faced difficulty in applying grammatical rules: “I have no problems in memorizing grammatical rules, as I have the experience of memorizing spiritual books. The real problem I have is applying the rules in communication.” It seems that most of the trainees are aware of the importance of grammar and how it affects their academic progress. One of the reasons might be the interference of their mother tongue as sentence structures differ greatly between the two languages.

Another challenge is EFL reading, particularly critical reading and thinking skills. TE-2 highlighted this as a significant weakness among the English teacher trainees. This TE further stated,

They [trainees] do not know how to be critical in their opinion... and to be critical about their traditions. When it comes to critical thinking, mind maps, brainstorming and accepting others' opinions, this is not what they are used to....

Parallel to this, the trainees showed that they were not trained how to be critical while reading. For example, Trainee-3 argued in his interview:

How do you expect something from trainees when they are not taught how to do it? I have never been taught how to be critical or how to be critical to traditions. Even the college courses did me nothing new in this regard. The TEs ask us to memorize and to repeat the same opinion, without asking us to give our own view.

This data suggests that the trainees may blame their trainers and the education system for not adequately preparing them to critically analyze texts. TE-2's assertion highlights the importance of critical thinking, suggesting that the trainees may not have been adequately trained in this skill. However, the trainees' responses indicate a lack of training in critical thinking skills. This

illustrates that the focus of reading instruction has been on literal comprehension, neglecting the development of critical thinking skills. The responses of both majority of the trainees and the TEs imply that limited exposure to different reading topics was reported as additional problem. Because of this, their reading lacked depth and was only as good as the amount of vocabulary they had learned and memorized. It seems that trainees were not exposed to any material in English other than their English course materials. This lack of exposure to other forms and genres has other consequences. For instance, it may explain trainees' limited vocabulary, since they were always reading the same genre which repeatedly exposed them to similar types of words. This highlights the importance to expose trainees to a variety of genres of English texts in order to expand the trainees' knowledge and vocabulary.

The trainees also reported having considerable difficulty in speaking and listening to English. Their main speaking and listening difficulties can be categorized as problems with fluency, pronunciation and listening comprehension.

It was revealed by most trainees that fluency was a major problem in speaking English. For example, in his interview, Trainee-7 disclosed how this problem affected his participation in college class:

I always wanted to participate in the conversation sessions, but when I wanted to express my opinion, it is difficult for me to pronounce words correctly and fluently. My instructors also used to speak English with a local accent. Consequently, I unconsciously started to imitate them.

5.6.3 Psychological Problem

The psychological issue that the trainees were facing in college is anxiety. This was represented in EFL speaking anxiety. For example, Trainee-2 said, "When I try to speak in English, I hesitate a lot may be because I did not want to make mistakes." This extract shows that trainees are suffering from the fear of being mocked by their peers.

CHAPTER SIX

DISCUSSIONS OF THE FINDINGS

6.1 Introduction

It is important to note that the teachers in the study were not selected randomly. All the 53 teachers in primary schools in Kombolcha town completed the questionnaire prior to the classroom observations and the interviews. However, I only considered responses from teachers who graduated from teacher education colleges in the Amhara region. Hence, the responses of those who graduated from colleges of other regions are excluded. The questionnaire was administered in the second semester of 2022/2023 academic year. Trainee interviews, TE interviews, Trainee questionnaires, classroom observations and the evaluation of training curriculum all provided valuable data.

6.2 The Teacher Training Curriculum

The analysis of the curriculum indicates that most of the courses can provide trainee teachers with certain English language knowledge to use in their teaching roles. The contents of the subject matter courses emphasize improving all language skills; however, pronunciation is the least focused on. This suggests that the subject matter courses offered can help to increase trainee teachers' English proficiency. Pronunciation was least focused in the training. Some of the reasons for this can be related to knowledge gaps, methodological challenges and educational priorities. Some curriculum designers and writers lack the necessary linguistic knowledge about phonetics and phonology, which is crucial for effective pronunciation teaching. This deficiency can stem from insufficient training during their own education leading to a reliance on the assumption that being a native speaker equates to being able to teach pronunciation effectively. In addition, there is often confusion regarding effective methodologies for teaching pronunciation. Traditional methods, such as "listen and repeat model, have been shown to be ineffective in improving students' pronunciation skills. As a result, the integration of pronunciation into broader language instruction is frequently overlooked, with the curriculum focusing more on reading and writing skills instead. Furthermore, there is a prevailing emphasis on fluency over accuracy. Trainings often prioritize skills that are more readily assessed in

standardized testing environments, such as comprehension and grammar. This focus leads to a neglect of pronunciation instruction, as it is viewed as less critical compared to other language skills. Additionally, excessive workloads and lack of resources might have further discouraged curriculum writers from dedicating time to pronunciation training.

With regard to the relevance of the training curriculum, the participants stated that most of the courses included in the curriculum and their contents are relevant. Hence, they have positive views towards the program. Similarly, the studies conducted by Ha et al. (2004) and Agarwal and Nazz (2020) for determining whether the in-service training program was effective imply that the teachers positively perceived the importance of the training given. In contrast to the proposed purpose of the curriculum, the received aspect of the training for teachers does not take into account the unique language learning characteristics of children, which are essential to prepare trainee teachers to teach effectively using English textbooks. For example, the constructive approach to children's EFL learning, the role of motivation in improving young learners' language learning, various emergent literacy and literacy skills and knowledge for children are not targeted.

The data collected using these various instruments indicate an imbalance among the subject matter competence, skills and awareness. The program is dominated by general pedagogical skills and minor area courses over specific subject matter competence. Additionally, there is a tendency to prioritize fluency and communicative competence over formal linguistic skills. This focus results in training being lacked to address the complexities of English grammar and pronunciation leading to gaps in teachers' teaching abilities. The program is stronger in promoting the vital knowledge of language and second language acquisition. I believe that the stronger focus on content knowledge, and increase in teaching practices as the college year increases, are desirable features of the program. OECD (2020) also underlined the consideration of content knowledge and teaching skills for effective classroom teaching. However, it is less than half of the program components that engage teachers in teaching practices. The interviewed teachers reported this as a weakness; interviewed TEs also agreed. The practice has two features: developing the English proficiency of the teachers and enhancing their teaching skills. Thus, teachers said the training needs more practical sessions on English proficiency. Most teachers said the program needs more focus on understanding learning and teaching and the socio-cultural

context. The interviews back up this finding, for example TE-6 expressed ‘We need more on language awareness, especially about the wider sociological setting.’ TE interview comments indicate that the program encourages reflection and self-evaluation, and incorporates experiential knowledge. This result agrees with the findings of Laurel et al (2021) and Lynch and Smith (2011). On the other hand, the level of participant teachers’ responses to the questionnaire suggest that the training does not do well in developing the teachers’ practical skills which is needed in the 21st-century, such as lifelong learning and working in a multi-lingual and multicultural setting. This result disagrees with the findings of Hassel and Ridout (2018). The article of Hassel and Ridout explores the expectations of first-year university students and their lecturers regarding university education. Their finding indicates that the participants placed greater emphasis on broader educational goals such as critical thinking and independent and lifelong learning skills. This disagreement suggests that there is a difference between the quality of the training provided by our TEIs and the TEIs where these researchers conducted their studies.

Utilizing the prescribed contents and methods of delivering a carefully designed curriculum increases the effectiveness of the teachers that the program produces. However, the participants of this study revealed that the consideration of the English language curriculum for primary school during the teacher training that they have taken was not satisfactory. The finding of Girma et al., (2022) show that although the participant teachers are college graduates, they lack the skills to implement the curriculum. If the role of teacher training is minimal in preparing the teachers for the teaching task at primary school, there should be a revision with the consideration of needs and expectations of the teachers to enhance teacher training. The study conducted by Abraham et al., (2022), however, supports teacher training focusing on the contents of textbooks that the trainees teach. They claim that such training has implications for the teaching at schools where the teachers strive to connect policy to instruction. Their findings show that teacher training focused directly on the curriculum the teachers would be teaching led to effectiveness of the graduates on their teaching at schools. Though their emphasis was on the implementation of differentiated instruction, these researchers pointed out that teachers’ engagement in teacher-centered approach has remained largely unchanged and they hardly customize their lessons to the needs of their students. The findings of Lak et al (2017) and Namaziandost et al., (2020) pointed

out that learner-centered approach enhanced the speaking skills of their students in English after conducting an experimental study.

Although the program (curriculum) promotes flexibility in using different teaching approaches for different situations, a majority of teachers stated that teacher educators do not ‘use a variety of teaching modes to stimulate real learning.’ The reaction of the TEs towards the training curriculum indicates satisfaction with the teaching skills components of the curriculum. However, the practical training does poorly in promoting the ability to use and adapt foreign language teaching materials as TE-2, Trainee-2, Trainee-5 and Trainee-6 claimed and as only about a quarter of teachers agreed with questionnaire items 17 and 18.

In addition to this, the program incorporates linguistic, pedagogic and managerial aspects of teacher competence but not in good balance. The reason for this can be the series of reforms carried out. The reforms have often led to inconsistencies in the implementation of training programs. For example, the reforms have compromised the depth of the training in both linguistic and pedagogical competencies. Similar finding has been reported by Teklu et al (2019) who stated that teacher training curricula in Ethiopia often emphasize general pedagogical skills over specific linguistic competencies. Managerial skills are the other important areas which are overlooked in training programs although they crucial for creating supportive learning environments. The participant teachers certainly perceive an imbalance; only few of the interviewees agreed that it balances these three. The inclusion of single linguistics and managerial courses is one of the indicators of this problem. Linguistic knowledge including phonology, morphology, syntax, semantics and pragmatics is among the vital aspects of knowledge of a language. It was observed that some contents of primary school English also require such knowledge. The participant teachers also indicated that there are training materials which do not incorporate phonetics, morphology and syntax in sufficient amounts. Regarding the course related to linguistics, 21 (42.9%) teachers reported that such aspects of language study are neglected in the training program. This component is crucial in English language teacher training. Because of this, Trainee-5 asserted that he needs additional training about how to teach the sounds of the English language to his grade-6 students. Attardo and Brown (2005, p. 91) suggest that English language teachers “...need to have some idea about issues of prescriptive and descriptive grammars, language use and variation, and language structure.” They also

explored that pre-service teachers need knowledge about language use and variation, and this belief has influenced their attitudes towards language teaching and learning. They also highlight the need for teacher education programs to address misconceptions and promote a more nuanced understanding of language use and variation, and shed light on the complex relationship between linguistic knowledge and language teaching beliefs among English teachers.

In the pedagogical courses, the use of songs, games, rhymes and stories for teaching EFL to children have been neglected. Contents related to speaking, writing, pronunciation, testing English and preparation of instructional activities have been given inadequate attention in the training and this shows its inadequacy to achieve its professed purpose. In addition, principles of a constructive approach such as scaffolding techniques, ways of using playful activities when teaching a new language, and addressing different interests of children are important in order to prepare trainee teachers to handle English textbooks properly.

6.3 The Teacher Training Approach

The participants of this study have revealed their expectations regarding the TEs' approaches to training the teacher trainees. The findings indicate that most teachers had certain expectations from the training, and some of their expectations were met and reinforced by their experience (e.g., that their course has a good reputation), but achievement is low in many aspects.

The training styles and approaches employed by TEs play a key role in the successful management of teacher trainees' effectiveness in their teaching endeavors. However, the expectations of 35% of the trainees regarding the training approach had not been met, while a total of 41% did not see the staff as effective trainers as they had expected in terms of their pedagogical competence. The reason for this can be the fact that the TEs have not received sufficient training in modern pedagogical methods. The trainings that the TEs attend might not have adequately covered the complexities of effective teaching practices. Hence, the teaching approaches of the TEs were not effective in helping the trainees. Mengistie (2020) also revealed that the majority of the TEs he surveyed are not effective to meet the needs of diverse teacher trainees.

On the other hand, the level of participant teachers' disagreement (63%) with questionnaire item 6.10 suggests that the training approach does not do well in developing the teachers' capability of working in a multilingual and multicultural setting which is highly needed in the 21st-century. This finding is also in agreement with the findings of Egne (2020) emphasizes the lack of multicultural integration within primary teacher education curricula, noting that Ethiopian programs often fail to address diversity, which is crucial for effective pedagogy in Ethiopia's multilingual setting. This absence can hinder student engagement and limit the applicability of training to real-world classroom settings, thus impacting the overall quality of language education delivered by teachers. Similar findings are also obtained by Kassahun (2013) and Abunu (2022), which revealed the incompetence of the participant teachers. It is noted that trainees join teacher training colleges when they do not have the options or opportunities to pursue university education studies in other professions. This in turn has a negative implication on continual professional development. The teachers' interviews suggest that the training does not balance teacher-centered and student-centered learning: the trainers are the dominant figures in the college classrooms. The TEs also state that their sessions are teacher-centered because of a number factors one of which was the inclusion of huge contents in a course. Dawit (2023) has also found that the pedagogical practice of teacher educators has an impact on the quality of teacher training. The findings of the current study are also in consistent with the findings of other early researchers such as Abraham et al., (2022) and Merawi (2020). These researchers indicated that TEs lack competence to integrate different teaching approaches in their classrooms.

This comment suggests that the trainees value practical, experiential and student-centered learning and would have preferred more opportunities to learn from the experiences of other trainees. The information gained from the participant teachers indicates that there was group work and discussions during the training; however, the activities were not evoking and did not foster positive interdependence among the participants. Such learner-centered teaching approaches should allow the trainees to perceive that they are linked in a way that promotes mutual success. The findings of Scager et al. (2016) indicate that learner-centered pedagogy encourages learners to deeply engage with the material, to engage in a dialogue and to reflect on their progress. These researchers found that the learner-centered approach engaged the participants in collaborative learning, which included promoting shared goals, individual accountability within group tasks, and mutual support and communication among group

members. Hence, a teacher training program should have promoted the culture of collaboration among the trainees so that they can utilize it in their primary school classrooms. Such practical sessions are also supported by one of the teacher educators, who stated that the culture effective training can be achieved

...through practice, reflection, and implementation. The training program should focus on raising student achievement and establish safe, respectful, and supportive classroom environments. Setbacks should not be insurmountable obstacles, but rather opportunities for us to examine our practice and become stronger educators. (TE-1)

This reflection indicates that teacher educators have a responsibility to create a supportive classroom environment that helps the trainees to understand that the unfavorable conditions in the primary schools should not affect their teaching. The recommendations of Kinzie (2021) also include this. Her article addresses the critical need for supporting student well-being through social-emotional learning since students' lives in the modern society being challenged by academic pressure, social challenges and mental health issues. She argues that the traditional educational approaches often neglect the holistic needs of students, focusing primarily on academic achievement. She advocates for the integration of social-emotional learning (SEL) into educational curricula and teacher training practices since SEL promotes interpersonal skills. The problem in the context of the current study and Kinzie's context is that this belief could not be translated into practice. Mahadevan and Indraj (2023) also found out that teachers need to have the skills to their students and prevail their dignity.

The teachers' preparation and the courses that they learn in the teacher education program determine the teachers' professional competence. If teachers feel that they lack some competence in teaching their subject matters, they develop discouragement and dissatisfaction with the quality of teaching the subject. The data gained through the various instruments imply that there is a gap between the emphasis given to the theoretical knowledge and practical skills in the teacher training. Therefore, one of the significant factors for the decline in the quality of education is the gap between theoretical knowledge and practical skills within teacher training. Alemu et al. (2019) identify a disconnect between the intended curriculum outcomes and the competencies that teachers actually attain, particularly within specialized subjects like physics, which could parallel language teaching challenges. This gap indicates that English language

teacher trainees may not receive sufficient practical training to bridge theory with effective classroom practice, thus affecting their teaching effectiveness. The training that they undergo should, then, balance the theoretical principles and the practical activities. In other words, the current teacher training program should provide the teacher trainees with a total coverage of pedagogy. Kindie (2019) delves into various aspects of a teacher training program, including content, pedagogical strategies, practical experiences and support systems provided by beginning teachers, shedding light on areas of improvement in teacher education programs. In a similar token, Lingam et al. (2014) in their mixed-methods study suggested that teacher education needed to make the components of the teacher preparation program more authentic so that the teachers become familiar with the practical aspects of the profession. Their study included the perceptions of school teachers regarding the effectiveness of educational programs in Fiji in improving educational outcomes and addressing the unique challenges faced by school teachers. The participants of the current study also revealed similar needs. The assertion of Trainee-3 implies that the training would be more fruitful if it was composed of more experience-sharing and practical sessions which focus on the practical problems of the education system of the country than it does now. This, as stated by this participant, helps them to get feedback from their peers as well as trainers so that they improve themselves for the upcoming sessions and tasks. Trainee-2 added that sessions may help the trainees to have a base for their academic and professional needs if they share their experiences and problems with others on classroom management, use of communicative English and assessing pupils' progress. The trainees would get experiences regarding, for example, choosing suitable teaching approaches to the quantity of work they planned, the topics they taught and learners' aptitudes. In other words, the trainees need more interactions with others such as trainers and peers, which is advocated by the constructivist theoretical framework (Piaget 1972). Similar suggestions have also been forwarded by Makamure (2020: 991) and Nevarez et al (2019).

The assertions of the participants also indicate that the training sessions lack engaging teacher trainees in designing instructional activities. It could be said that the training programs were primarily focused on lectures. Pokhrel and Behera (2016) mentioned in their study that lectures and discussions in teacher training sessions are prevalent. That is why trainees want to have engaging activities. They also mentioned that teacher trainees who attended to a training program

that contains engaging activities wanted to try something new to go beyond the normal practice compared to those who attended teacher-centered training.

Apart from being teacher-centered, the approaches used in training teachers should match with the needs of the context and participants, and gear towards helping the teacher trainees to become aware of how well they are doing and what they need to learn and providing guidance on how to carry out specific tasks as necessary, but always on the basis of helping individuals to learn rather than force-feeding them with instructions on what to do and how to do it. The context (primary school situation) is different from the other situations, as the participants have a special interest because of their pupils' age. The teachers who teach in such context and children in such situation need to be familiar with the pedagogy of andragogy. This is based on the theory that "adults have higher level of self-development effort and learning through experience" which is the concept of andragogy (Adika & Mung'ala, 2018, p. 141). Each method and approach used in the training should be suitable for the objectives and contents or primary school lessons, ability of the participants, and facilities available in the training program. The effectiveness of such methods and approaches used depends on the knowledge, skills and discretion of the teacher educators with respect to the conception, planning, implementation and evaluation of the approaches used. Teacher educators are coaches to shape the trainees to fit the school situation. However, the results of this study imply that the TEs are highly dependent on lecture method rather than acting as coaches who use a person-to-person technique to develop the teacher trainees' skills, knowledge and attitudes. Such culture of training eliminates the utilization of more effective approaches of training.

In addition to student-centered approach, teacher trainees' common expectation was related to need-oriented approach of teaching that uses varied teaching styles. Thus, teacher trainees found themselves unprepared for the rigid and teacher-centered style of teaching they encountered at college. Furthermore, some teacher trainees tended to consider that TEs have the greater responsibility for teacher trainees' learning. This indicates that there are discrepancies between the teacher trainees' expectations of the role of their TEs and the reality of college life. However, a positive expectations regarding TE-trainee interaction and mutual understanding is vitally important for the successful transition of teacher trainees into college because negative perceptions of academic staff adversely impact trainees' chances of success, as indicated in the

study of Challa et al. (2020) and Mulualem et al. (2023). In relation to the training approaches of TEs, ineffective training styles of academic staff is cited by Porter (2015) as being harmful to trainee teachers' chances of success. This finding largely reinforces the results gained by the pilot study of Cook and Leckey (1999) with regard to the gaps between the nature of teaching styles encountered at college and those anticipated prior to arrival at the college.

Since the teachers found that employing the teaching approaches of their trainers at primary school classrooms ineffective, they believe that the TEs' approaches have little impact to enhance their professional knowledge and skills. This finding conforms the finding of Eret (2013) who reported theory-dominated lessons as ineffective.

Since the primary schools in Ethiopia are suffering from a lack of quality education, thus, there is a growing need for more competent graduates of teacher education. An effective teacher education program is assured by the effectiveness of its graduates in teaching the subjects they studied and other various skills. TE-2 further stated that graduates are expected to bring changes to the classrooms where they teach through "...methodological diversification of teaching, subject knowledge, the use of different assessment methods, and the teaching of children with special needs." The assertions of TE-1, Trainee-3, Trainee-5 and Trainee-6 indicate that the contribution of the training program in this regard is, however, minimal. The findings of Sultana (2019) and Carter et al. (2023) also indicate that teachers face difficulties and are anxious when teaching students with special needs. Therefore, there is the need to enhance the effectiveness of teachers to help students with special needs and ensure quality in education.

This result implies that the training approach for teacher education doesn't meet the expectations of teachers as intended because of several reasons, which include discrepancy between what was anticipated and what was delivered, dominance of traditional approach and insufficient practical applications, addressing the multicultural and multilingual realities of Ethiopian classrooms insufficiently, and imbalance within the curriculum. These factors collectively contribute to the training experience that does not adequately prepare teachers for the realities they face in primary school classrooms.

6.4 Subject Matter and Pedagogical Knowledge

Subject matter (content) knowledge, which is included in the language improvement courses, is an essential component of teacher knowledge and a teacher training program because it determines teachers' teaching practices. Such knowledge enables teachers to base their practice on sound theoretical beliefs. This knowledge is regarded as a specific preparation for teaching because it helps teachers support their pupils to learn. Durgunoglu and Hughes (2010) conducted classroom observations to investigate the readiness of teachers to teach the English language. They, then, concluded that the teachers were not prepared as required to teach the English language because of their lower proficiency than the expected level. Competence in subject matter equips the teachers with the ability to know the materials that they teach in primary school. Where there is an agreement about what is to be taught, a large part of preparing people to teach the material becomes a case of making sure that they know the material well enough to pass it on to others (Darling-Hammond, 2006). Hence, the inclusion of more courses related to content knowledge reinforces the teachers' competence.

It is said that teachers improve their teaching with the help of their content knowledge in their teaching (Attardo & Brown, 2005; Bartels, 2005). It is a fact that even if something is learned, for transfer to occur, this knowledge must be encoded in such a way that it can be used in the target domain. Similarly, the transferability of some of the knowledge gained from the training was questioned by the participants. Some of these participants found the transferability rate of the issues related to assessment and teaching methods low due to their advanced nature (Trainee-2 and Trainee-3). They indicated that they need to focus more on how to teach English language to primary school pupils and this was not covered adequately in the training program. Rather than targeting the purpose of primary school English, some courses contain advanced content. This was also reported by Makamure (2020, p. 984) who found that the theoretical contents of some of the college-based courses are divorced from experiences of teachers at schools. In addition to this, Trainee-3 did not hesitate to claim that their pupils' motivation to learn can be improved if they were trained on and introduced to integrating new instructional strategies into their teaching. This respondent stated that the biggest challenge he faces is to motivate students and to be able to do things in ways that are interesting to them. A local study conducted by Dawit (2023) reveals that the trainee teachers spend most of their time studying theories and facts of

different courses through lectures, which reveals the ingrained assumptions of the education system in the country. This mixed study revealed that the teacher educators' practices were largely focused on delivering content, with an emphasis on lectures rather than teaching about teaching and learning to teach.

Most of the respondents feel that the training was adequate to develop their knowledge of the subject they are trained to teach. However, the actual teaching performance of the participant teachers indicates that the training was not adequate in this regard. Regarding the teaching skills, the participant teachers feel that they are prepared enough to utilize the required pedagogy and teach the subject though they failed to demonstrate it practically in the primary school classrooms. The subject matter and the pedagogical knowledge are the vectors for teaching efficacy. The current finding indicates that the teachers have inappropriate perceptions about their own efficacy. Hence, the teaching profession requires pedagogical knowledge as well. This result agrees with the findings of Durgunoglu and Hughes (2010) whose observations revealed that the participant teachers of their study were not well prepared to teach English language. On the other hand, this finding disagrees with the study of Absolor (2021) who investigated the academic adequacy of the pre-service English language teachers' knowledge of the subject matter. This researcher concluded from the results of the test he/she administered to the pre-service teachers that their subject matter and pedagogical competence is fairly adequate. This result implies that the English language teachers in Amhara region need an optimal level of professional competence that allow them to assume job responsibilities in an effective way. The suggestions of Mohamed et al. (2016) and Kartal et al. (2012) indicate that teacher training programs should give emphasis to a more specific approach to enhance the teachers' readiness and obtain teaching skills. The finding of Assefa et al. (2021) also indicates that about 81.4% of the college instructors believe that they use the constructivist approach in the implementation of the teacher education curricula. However, their concern was to assess the use of behaviorist and constructivist methods in higher education institutions. It also appears to be too simplistic to categorize teacher education pedagogies along two dichotomies and may not as such capture the teaching specific pedagogical practices such as coaching, reflection and modeling. The relevance and effectiveness of teacher education program will also be doubted unless it provides the trainees with a wide-range of opportunities to examine their beliefs about their profession, to observe, model and reflect on teaching practices.

Regarding the competence of TEs, teachers seem to be satisfied with their subject matter competence and managing classrooms. When responding to questionnaire item 8.3 and during interviews teachers also said that the TEs are competent enough in their content knowledge and the strength of the training is its theoretical aspect. The teacher trainees agree that the TEs are competent enough in the subject matter knowledge but they do not feel that they are equipped with interpersonal skills. More than half (51%) of the teachers stated that the training did not enable them develop their interpersonal skills. This result implies that the teachers do not yet feel ready to use the language and negotiate meaning, and they lack confidence in their communication skills and address the difficulties of their pupils apart from their academic endeavors. Though the emphasis was not the teacher training, the finding of Mebratu et al. (2020) also indicate that teachers are deficient in the language they teach. Their finding implies to question the training that the teachers passed through.

6.5 Assessment and Feedback

To teach English as a subject requires designing appropriate assessment tools and administering them to check the academic progress of learners. The data reveal that 24 (49%) trainee teachers are not well prepared to create appropriate assessments related to the subject they teach and providing corrective feedback while 15 (30.6%) teachers feel that they have the knowledge of doing so. This result manifests respondents' deficiency in designing appropriate assessment mechanisms to assess the progress and providing appropriate and timely feedback on the work of their pupils. The interviews also revealed that the teachers lack the knowledge of to accommodate the physical, emotional, intellectual and social growth of the pupils while assessing their academic progress. Their responses to the interview also revealed that the TEs used only a limited number and kind of instruments to evaluate the students' academic progress. As a result, the participant teachers replicate such kinds of tools to assess the progress of their pupils. This finding indicates that the teachers lack the knowledge of using appropriate assessment techniques for primary school. It also indicates that the teachers are trained to a limited extent on language assessment and grading issues. Related to this result, the study of Ulla (2016) revealed that when student-teachers were asked in the interview as to the reason why they used the given techniques and strategies of assessment in their actual classroom teaching, they disclosed that they only imitated what they observed from their trainers. The observed teachers

in the current study were not manipulative to engage their students. As a result, the teachers stated that they recycle the strategies and methods. The finding is in agreement with the finding of Remesal (2011, p. 472) who stated:

Classroom assessment requires a great deal of time and effort; teachers may spend as much as 40% of their time directly involved in assessment-related activities. Yet teachers are neither trained nor prepared to face this demanding task.

It is to this end that many linguists and applied linguists insist on the importance of including assessment in teacher education as an essential facet of a qualified teacher. The study by Mamo (2022) found that one of the challenges of the quality education in primary and pre-primary schools is the shortage of qualified teachers for the required level.

With regard to feedback and comments as part of the teaching and learning process, the participant teachers indeed believe in its crucial roles. In addition to the corrective feedback that they received from the TEs, the participants stated that they would like to comment on the training that they received. Some of the TEs are weak in their teaching and do not prepare themselves for class. Hence, TEs should be open and arrange the opportunity to receive comments and feedback from the trainees. Farrell (2020) also investigated the role of reflection in teacher education and found out that teachers should encourage students to provide feedback on their teaching and use the feedback to improve their teaching practice. Comments from teachers with accumulated experiences of teaching in primary schools can be more helpful for the trainers so that they can tailor their training accordingly. In other words, it can be helpful to design the training based on the need of primary schools.

The interview data also show that the teachers harbor unrealistic expectations about assessments, for example, supposing that lecturers provide detailed feedback on drafts of their work and return assessed work within a few days. However, the findings of the current study indicate that the teacher trainees were not getting satisfying feedback, and they were not receiving corrective feedback in a timely manner appropriate time. In addition, they encountered difficulties in coping with the academic pace of college education.

6.6 Preparing Instructional Activities and Materials

In addition to assessment devices, the participants of this study discussed the contribution of the training to develop their skill of preparing instructional activities and materials. The result of the data analysis indicates that 20 (40%) of the participants are not efficient in their knowledge to prepare instructional materials and activities while only 16 (32.7%) are not sure whether they have gained the knowledge of preparing instructional materials and activities. This result manifests that the primary school English language teachers have no adequate knowledge of the different theories and principles governing the preparation of instructional materials and activities. The appropriacy of instructional activities is proved by their impact on the learning of pupils and their support the learners to feel at ease. Furthermore, instructional activities should be relevant to expose the learners to authentic use of the language. However, this finding indicates that a substantial percentage of primary school English language teachers lack adequate knowledge about designing and adapting instructional materials that foster meaningful learning experiences for students. The response of the teachers for questionnaire item 22 is also in agreement with the findings of Al-Adwani and Al-Shammari (2022) who narrated that pre-service teachers experience problems and difficulties in selecting, preparing and utilizing instructional activities which are diverse, flexible, objective, multidimensional etc. to satisfy individual differences in learning. Similar finding was also reported by Namaziandost et al. (2020) and Laurel et al. (2021).

6.7 Classroom Management Skills

Three teachers in this research (Trainee-1, Trainee-5 and Trainee-6) stated that classroom management was one of their strengths that they developed because of the training they received. They claimed that they have acquired sufficient classroom management and lesson planning strategies because of the training, and these strategies can be transferred to their actual teaching. It is obvious that a well-managed class is characterized by fewer problems, higher motivation and efficient learning. However, the analysis of the observation data indicates that most of the observed classrooms were found noisy and less motivated. most of the teachers were struggling to maintain discipline in their classrooms. Controlling the pupils' noise, dealing with misbehaviors, and the likes are just few of the problems that teachers experienced during their

teaching as I observed. This result indicates their inability to manage their classrooms and their failure to create positive learning environment that motivate the pupils to use the target language. Their words contradict their performance. This research finding highlights a significant discrepancy between teacher perceptions and observed classroom realities regarding classroom management. Teachers may overestimate their classroom management skills due to a lack of objective feedback or critical self-reflection. This finding underscores the importance of aligning teacher training with the realities of classroom practice and providing ongoing support to ensure effective classroom management. Similar findings were also reported by Dejene et al. (2018). This researcher found that trainee teachers and mentors struggled to manage their classrooms and to realize discipline in their classroom. Similar result was also found by Gan (2013) and Yusof et al. (2014) in their studies. Raba (2017) also discovered that less experienced Palestine teachers were facing a crisis in their capacity to practice effective classroom leadership and management as compared to experienced teachers. Raba concluded that both the pre-service training and in-service support from school leadership and experienced teachers have done little to prepare or support for managing classroom. In an experimental study conducted by Giallo and Little (2003), it was reported that 54 elementary teachers and 25 pre-service teachers felt that they required additional education in classroom management. However, this finding negates the result of the research conducted in Malaysia by Adika and Mung'ala (2018). According to these researchers, pre-service teachers master good theoretical knowledge about behavior management, and the classrooms of many of these teachers found disciplined. The findings of these researchers revealed that there was a significant effect of in-service training on teachers' performance.

6.8 Gaining New Insights

The participants of the current study were eager to learn and be introduced with the ways of integrating new instructional strategies into their teaching. The teachers have also other various expectations when they join colleges. Some of these expectations were met, but the achievement is low in most aspects of their expectations. Similar findings were also shown in the study of Vu and Pham (2014); they found that learning by doing not only made the teachers satisfied with the training they attended, but also it encouraged them to strive to access new understanding. These researchers also stated that the teacher trainees appreciated it all the more when the trainers made them understand how each teaching strategy works in the classroom. Their final remark is that

teachers need to get involved in training which lets them try out new instructional approaches and get immediate feedback that enhances their performance.

More specifically, they expected college-based classrooms to be more interactive, collaborative, and to provide opportunities for practice and feedback. However, they experienced a mismatch between their expectations and the actual training, and this has affected their academic endeavor in college. This problem is aggravated because of the “inappropriate beliefs, perceptions and attitude” of TEs towards reflective teaching practices as Mebratu et al. (2020, p. 89) revealed. This result suggests that the trainers still view the teaching and learning process as the act of transmitting knowledge to trainees, rather than the trainees discovering and constructing their own knowledge through participatory learning activities. They thought that the program likely covers topics beyond what they have learned previously, offering them deeper understanding of teaching methodologies, educational theories, or subject matter. This expectation of gaining new insights indicates a positive outlook on the program’s potential to enhance their teaching abilities. Such issues were also reflected in the study of Girma et al. (2022) and Hassel and Ridout (2018). In relation to training teachers, the new education policy of Ethiopia (MoE, 2021) also emphasizes that the program should conceptualize new approaches, such as collaborative approach, in the form of context-based, peer-led collaboration, student-focused, and reflective activity for individuals’ values and experiences of teachers. However, the results of the questionnaire indicate that the teacher training lacks consistently engaging the trainees in reflective practices. Reflective practices encourage trainees to engage with their teaching methods and adapt based on classroom experiences. This inconsistency suggests an area for improvement to foster more adaptive and responsive teaching practices. Reflective practices, as explored by Malicay (2023), are emerging as a valuable tool in enhancing teacher preparation.

The most significant difference, or gap, between what teacher trainees think college is like or what they expect from college, relates to their academic preparedness, i.e., their expectations of potential academic difficulties they may encounter. Most of the interviewed teachers were not clear about what they would encounter in the college. Their responses also indicate that they underestimated the number of hours of independent study that would be required for their course and were unprepared for this aspect of college life. This finding is also in agreement with the finding of Murtagh (2014) who highlighted that students arrive at university without a clear

understanding of how they are going to be trained and assessed. The findings of Lowe and Cook (2003) also indicate that 20% of their sample did not know about assessments on their course. The gap between prior expectations and actual experiences is particularly wide regarding the adequacy of the training. However, the general finding according to the information gained from the interviews indicate that the problems they encountered were less acute than they had expected.

In this study, the mismatch between the teachers' expectations and experiences negatively affected the teachers. For example, Trainee-3 had high expectations from his instructors. Because his expectations were not fulfilled, he was affected negatively and did not gain much from his theoretical and practical aspects of the training. The expectations of Trainee-5 generally matched his experiences at college, except for the implementation of assessment and evaluation techniques at the primary school level.

One of the effects of the disagreement is related to lack of balance between the theoretical preparations (received training) and practical reality (the reality at primary schools) of teacher training in terms of the skill of teaching the language. Such confrontation is the result of a gap of training the teachers on appropriate techniques and methods to teach specific language skill, as Yin (2019) and Livingston and Flores (2017) pointed out in their studies. Such conflict lets the teachers become discouraged. Jarrah (2020) also reported that though the higher education students gain an overview of certain pedagogical theories, they did not know how to translate this knowledge to the classroom. This finding implies that the teacher preparation program they experienced is either unfamiliar with what is needed in schools, or does not provide enough opportunities to practice what was learned.

In addition to these, TE-4 asserted that the administrative support for the training program should be more assertive and significant. This implies that administrators need awareness regarding leadership in curriculum development, evaluation and staff development, behavioral styles of leadership, management skills in planning, organizational directing and controlling resources. The assertion of TE-4 also recognizes the concept of 'situation leadership.' Education leaders are characterized as having diagnose their situations and adapted their styles and behavior accordingly. This claim is also based on the assumption that teacher education requires activities related to professional pedagogic insight and administrative acumen. TE-2 further added that

positive leadership regard for the success of teachers as “positive teacher regard for higher achievement of their students.” The positive regard of administrators might be demonstrated by their acknowledging the profession, broadening their own horizons as coordinators to embrace teachers, and carefully adapting them to each school locale. This finding is also in agreement with the findings of Mulenga (2020) though his/her emphasis was on capacitating the administrative roles of teachers. Hence, the insights of the administrative body towards the training program either nourish or hobble the quality of the training. Further, Awayehu (2017) addresses the implementation barriers within secondary school English language teacher training programs. His findings suggest that the lack of experienced trainers and insufficient institutional support contribute to suboptimal outcomes in these programs. Challenges such as class absenteeism and limited motivation among trainees, compounded by institutional indifference, prevent these programs from achieving their full potential and call for reforms that prioritize quality and relevance in teacher preparation.

Generally, it is found that the curriculum provides English language knowledge but lacks a strong focus on pronunciation, which among the essential elements for effective teaching. Additionally, while teachers generally view the curriculum as relevant, they expressed a need for more practical sessions to develop their English proficiency and teaching skills. Regarding the effectiveness of the training, many teachers felt that their expectations regarding training approaches were not met. This dissatisfaction stems from trainers’ insufficient training in modern pedagogical methods. Furthermore, the training lacked adopting more engaging, learning-centered approaches. The trainee teachers indicated a preference for experiential learning opportunities that foster collaboration and mutual supports among themselves. They also emphasized the need for more comprehensive training that integrates linguistic, pedagogical and managerial competencies. Moreover, the curriculum is deemed adequate and relevant in providing certain English language knowledge, emphasizing various language skills although it does not notably address the complexities of English language grammar and pronunciation. However, many teachers exhibited deficiencies in both English language proficiency and pedagogical skills. This is because the training falls short in preparing teachers adequately due to lack of focus on essential areas, an imbalance between general pedagogical skills and specific linguistic competencies, and ineffective teaching approaches that do not foster practical

applications or engagement. These deficiencies contribute to a gap in teachers' abilities to teach English effectively at primary schools.

CHAPTER SEVEN

SUMMARY, CONCLUSION AND RECOMMENDATIONS

7.1 Summary

The purpose of this study was to explore the relationship between the training expectations of primary school English language teachers of Kombolcha town and the training that they have received from teacher education college. More specifically, the study intended to identify the training expectations of primary school English language teachers, to assess the quality of the training program, to determine the adequacy of the received training and to find out the relationship between the expectations and received training. To specifically identify the relationship, the teachers were asked to fill out a questionnaire and take part in an interview. In addition, the teacher training curriculum and the teachers' live English language classrooms were examined.

This study, framed as a correlational descriptive study, aims to explore the link between teachers' expectations and the training they have received. It specifically investigates primary school English language teachers enrolled in the linear modality diploma program in Amhara Regional State. It is important to note that the study doesn't seek to establish a causal relationship between these variables. The focus is on understanding the expectations of the teachers regarding their training. The study also doesn't encompass practices in other regions of the country.

The researcher emphasizes the significance of evaluating teachers' training expectations to identify strengths and weaknesses in the training program and to facilitate future improvements. Understanding teachers' expectations and perspectives on training trends provides valuable insights for stakeholders to assess whether teachers are adequately prepared to teach at primary schools. Despite these contributions, the study encountered certain limitations. The limitations include inability to support classroom observations by video recordings due to the discomfort of the teachers, the challenges to find some additional documents from education bureau of the region due to security issues, and not including officials from education bureaus.

The research design and methodology used in this study on primary school English language teachers' training expectations and the actual training they received involved a mixed research approach combining qualitative and quantitative methods. The study employed a descriptive correlational design to analyze the correlation between teacher's expectations and the adequacy of the training they received. Data was collected through document analysis, semi-structured interviews, non-participant observations and a questionnaire to gain insights into teachers' expectations, the quality of the training, and the relationship between expectations and actual training. The research was conducted in Kombolcha Regiopolitan City Administration. The study targeted English language teachers who graduated from teacher education institutions in Amhara Region under the linear modality. A total of 47 English language teachers participated in responding to the questionnaire, while 9 teachers were selected for interviews and classroom observations. Additionally, teacher educators from Dessie College of Teacher Education were interviewed. Data collection instruments included a survey questionnaire with 52 items to assess training expectations and adequacy, document analysis of the teacher training curriculum, classroom observations to evaluate teaching performance, and interviews with teachers and teacher educators. The questionnaire covered demographic information, training expectations, and the quality of received training. It was distributed among all the English language teachers who were teaching in the primary schools found in Kombolcha town. It is important to note that the samples of teachers in the study were not random. All the teachers completed the questionnaire prior to conducting the classroom observations and the interviews. However, it is the responses of those who graduated from any of the teacher education colleges found in Amhara Regional State that the researcher considered. Hence, the responses of those who graduated from colleges of other regions are excluded. The questionnaire was administered in the first semester of 2022/2023 academic year.

Document analysis focused on evaluating the appropriateness of the curriculum content. The emphasis of the checklists were the objectives, contents, course conduct, and continuity and coherence of the courses. Conducting 18 live classroom observations in 9 different primary schools provided firsthand data on teaching proficiency. In order to evaluate the training curriculum enacted and the teaching practice of the teachers, checklists were designed to gather and analyze the contents suggested in the curriculum. The checklists suggested by Britten (1988), Texas Essential Knowledge and Skills (2016), Kiely & Rea-Dickins (2005) and Teacher

Assessment Questionnaire (TEAQ) which were designed and used by Mehdinezhad (2008) and Eret (2013) were employed to gain the data.

The study utilized a combination of qualitative and quantitative data collection instruments for triangulation purposes and to provide a comprehensive understanding of teachers' training expectations and experiences. The research design was chosen based on the nature of the research problem, aiming to bridge the gap between teachers' expectations and the reality of their teaching experiences. The analysis of the qualitative data was conducted by the support of SPSS version 26. The correlational analysis was conducted using Spearman rank correlation coefficient between the training expectations of the teachers and the training that they have received. Spearman rank correlation coefficient was considered because of the nature of the data.

The researcher had conducted a pilot study and checked the validity and reliability of the instruments before employing them for the main study. The instruments have been then employed in the main study by revising the items based on the lessons gained from the pilot study.

The results of the analysis of the teacher training curriculum reveal that most of the courses and course contents are relevant to prepare primary school English language teachers. However, there are some important courses which are left out. Some courses also observed containing contents which are already considered in other courses.

Majority of the observed teachers' level of English proficiency and teaching skills were found to be weak because their classroom English language was dominated by Amharic and grammar and pronunciation problems. They were unable to use English to illustrate language points by relating to students' life, and to make genuine communications with students. The methodological skills that the observed teachers displayed to teaching English language in primary school classrooms were found to be weak. The teachers' deficiency to use the language properly has resulted the classroom scenario to be largely teacher-centered which did not foster students' interest and motivation for learning the target language or developing their skills.

The analysis of the questionnaire indicates that most of the teachers have taught the language for more than 5 years at primary schools indicating that they have the potential to compare the teacher training and the actual teaching practice at primary schools. It is believed that such

experience has taught them to reflect on the efficiency of the training program to address the reality at primary schools.

In addition, the result indicates that majority of the respondents appeared to feel that they expected to develop their competence in the four major language skills and basic concepts of English language system of English language because of the training. These concepts include phonology, morphology, syntax, etc. This is because the mean score of each of these items is above grand mean. Hence, the participant teachers felt that the training would give them the opportunities to acquire knowledge about the fundamental concepts of the language. With regard to the adequacy of the received training, the participant teachers' response to the adequacy of the teacher training in terms of the fundamental concepts of language included such as the nature and components of the macro-skills, grammar and concepts of language system, such as phonology, morphology, syntax, etc. Though the participants showed low expectations towards the emphasis of the training on fundamental concepts of language (with grand mean = 2.5), higher emphasis is given to this aspect of the training during the actual training (with grand mean = 3.3).

Most of the participant teachers also did not expect the training to expose them to the concept of first/second language acquisition since the mean result is below the grand mean (2.1). However, the training has given more emphasis to this component. On the other hand, they expected the inclusion of training on the difficulties in learning second/foreign language though it is not adequately covered in the training.

With regard to foundation of English language education, the majority respondents expected more training on these issues. Most of the respondents stated that they expected the training to include contents that help them develop their classroom English skills, the skill of teaching English to primary schools and the skills of motivating students to use English and minimize the use of students' L1 in the English classroom. The mean result of their responses indicates this. In contrast, the grand mean of the received training indicates that the issues of methods of teaching English language to primary school students, the skills of teaching diversified classroom and techniques of motivating students to use English & avoid L1 is not given adequate attention in

the received training. This is because the mean results of these components (2.3 each) are below the grand mean (2.47).

Regarding the methods of language instruction, majority of the respondents responded that they highly expected the inclusion of adapting teaching activities and materials to the needs of pupils with special needs (63.8%), managing classrooms and creating conducive learning environment (53.2%) and how to apply independent and collaborative learning methods in their classrooms (41.7%) in the teacher training. However, the training adequately covered managing classrooms to create positive learning environment for students (mean = 2.8). This result indicates that the received training on most of these aspects of the trainees' expectations was inadequate since their average result is below the grand mean (2.17).

For the assessment techniques, 85%, 62% and 57% of the participants showed high anticipation to be trained on how to design and administer assessment for primary school pupils, the use of continuous assessment and develop the skill of providing corrective feedback respectively.

With regard to engaging in teaching practices, majority (53%) of the teachers expected more training through peer/micro-teaching while the achievement of this expectation was low for most (47%) of them. In relation to reflective practices, most (36%) of the teachers expected low and the received training in this regard was also low for majority (89%) of the teachers.

7.2 Conclusion

This study was conducted to explore the relationship between the training expectations of teacher trainees and the actual training that they got from TEIs. Based on the analysis made on the data collected from these participants and the teacher curriculum using questionnaire, interview, classroom observations and document review, the following conclusion has been made.

- It is concluded from the analysis of the training program that there is misalignment between the curriculum philosophy and actual training received by the teachers. The curriculum is designed considering the reflective (integrative) model of second language teacher education. However, the actual training received by the teachers was dominated by the Craft and the Rationalist models.

- There is also unbalanced status granted to major area (English) courses and minor area (Amharic) courses. It is found that the number of courses related to Amharic is more than that of English language courses. Additionally, there are some neglected but relevant ones related to linguistics which would be important to the teaching practice in some grade levels at primary schools.
- The contents of some courses are found repeated in other courses without change of mode of delivering while some contents of the English Language Teaching Methods I and II are found beyond the level.
- Most of the components of the training program are found appropriate to equip the teacher trainees with the needed competence and skills to teach pupils at primary schools, whereas the actual training received by the teachers is deficient of enabling them to transfer the skills they gained into the primary school context.
- Adequate training was given to the teachers on courses and contents related to fundamental concepts of language and language acquisition because the highest result is recorded on these issues. However, the training on the foundation of language education, language teaching methods, teaching practice and assessment was not sufficient. This result indicates that the training gave significant consideration to developing the knowledge of the trainees about the language than how to use the language. Besides, the microteaching activities which are included in the training curriculum are not implemented as required.
- Regarding the expectations, it is identified that most of the training contents were expected by the trainee teachers while some contents and the teaching approaches of the instructors were not anticipated. The expectations of the trainees was high in terms of the fundamental aspects of language, instructional methods, using diversified and continuous assessment methods, and teaching practice, the four macro language skills, structure of English, linguistics related courses, addressing difficulties that students face to learn foreign/second language, developing their classroom English skills, handling and motivating diversified student population, fostering independent and collaborative learning, providing corrective and timely feedback, and the use and engagement in peer teaching practices in the college classrooms.

- On the other hand, the data revealed that the trainee teachers did not expect that much attention would be given to contents related to theories of language acquisition and learning, the inclusion of more than one civic and ethics, and physical exercise courses adapting/designing teaching activities and materials, and engaging in reflective practices.
- Regarding the training, it was described that the training was theoretical and lacked engaging the trainees in practical and reflective activities. This resulted that the teachers were also observed struggling to foster interactive and engagement in the primary school classrooms. They were also observed struggling to communicate their lessons intelligibly because of the little attention granted to speaking and writing skills courses. It was found that the emphasis given to these productive skills was not as expected.
- Regarding the relationship between the trainee teachers' expectations and the received training, it was identified that there is a positive significant regarding the fundamental aspects of language ($r=0.494$, $p=0.00$), and language acquisition ($r=0.461$, $p=0.001$). However, it is found that there is no significant relationship between the trainees' expectations and the actual training that they received in the areas of foundations of language education ($r=0.127$, $p>0.05$), instructional methods ($r=0.240$, $p>0.05$), assessment techniques ($r=0.214$, $p>0.05$) and teaching practice ($r=0.122$, $p>0.05$). This statistical evidence suggest that weak relationship was explored between the training expectations and received training.
- Therefore, most of the components of the training program are found appropriate to equip the teacher trainees with the needed competence and skills to teach pupils at primary schools, whereas the actual training received by the teachers is deficient of enabling them to transfer the skills they gained into the primary school context.

7.3 Recommendations

Based on the findings of the study, several recommendations are made to improve the relationship between the English language teacher training for primary schools and the teachers' expectations. Therefore, the ensuing recommendations are given:

- The received training indicates that there is significant gap between what is stipulated in the curriculum and the actual training carried out in the college classrooms. Hence, curriculum designers and policy makers should organize a revision on the existing curriculum to ensure

alignment between the stated philosophy (reflective/integrative model) and the actual training delivery.

- The teacher training institutions of Amhara region should conduct needs assessment in order to identify the training expectations and needs of potential trainees. This can be done by soliciting feedback from trainees and stakeholders to identify areas for improvement and adjust training content and methodologies accordingly. Such practice helps to develop and implement training programs that are tailored to the specific needs of the teachers. This task should be followed by organizing curriculum assessment and adjustment of program components to ensure they adequately address the expectations and needs of teacher trainees. The correlation between the trainees' expectations and the training they received underscores the significance of tailoring training programs to meet the specific needs and expectations of teacher trainees, ultimately enhancing the effectiveness of preparing teachers for English language learning. The revision has to focus on
 - ✓ Rebalancing the distribution of courses particularly addressing the overemphasis on minor area (Amharic) courses and the underrepresentation of English and linguistic courses.
 - ✓ A thorough review of course content to eliminate redundancies and ensure the appropriateness of content levels in all courses so that it enhances teachers' English language proficiency levels.
 - ✓ Adjusting ample contact hour of courses. Where there is a lot of compartmentalization in the training of teachers, the demand for better training always involves a demand for more credit hours. However, the contents of ELT methods and action research courses are too comprehensive to be covered in the given time. Hence, there is a need of increasing the credit hour of the courses for a more in-depth exploration of key concepts.
- The teacher education institutions and teacher educators should ensure that practical training components are prioritized. Microteachings in different courses are not practically implemented in the college classrooms as the teacher educators and trainees indicated. Therefore, the TEs should consider promoting experiential learning to enhance the teachers' abilities, particularly to design, adapt and use teaching materials during microteachings, and ensure addressing the trainees' expectations regarding managing

classrooms effectively, and fostering independent and collaborative learning. This should be also monitored and inspected by the leaders in TEIs.

- In addition to the effort of the TEs, the MoE and regional education bureau should design microteaching and include it in the curriculum as a separated course with its own contact hours.
- Departments, TEIs and education bureau should conduct regular surveys and consultations with trainee teachers and alumni to gather and address their training expectations.
- TEIs, education bureau and MoE should provide opportunities for trainees to actively participate in curriculum development and review processes.
- Departments and TEIs should foster stronger collaborations with primary schools, organize workshops and seminars for both TEI faculty and primary school teachers to facilitate knowledge sharing and best practice exchange, and implement
- The TEs should modify their training approaches to strike a better balance between teacher-centered and student-centered learning methods. It is found that teacher-centered approaches had limited the meaningful interaction and reduced trainees' interests and efforts. Emphasizing on creating learner-centered environments that promotes trainee engagement and participation. Therefore, a more student-centered and autonomous learning environment can be the answer for trainee teachers' demands.

By implementing these recommendations, teacher training programs can better address the expectations and needs of primary school English language teachers and better prepare them for their instructional roles, ensuring that they are equipped with the knowledge, skills and strategies needed to effectively execute teaching English language and improve learning outcomes in primary schools.

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EVALUATING THE CORRELATION BETWEEN THE TEACHING PERFORMANCE OF PRIMARY SCHOOL ENGLISH LANGUAGE TEACHERS AND THE TRAINING THEY RECEIVED

ОЦІНЮВАННЯ СПІВВІДНОШЕННЯ МІЖ ПІДГОТОВКОЮ ВЧИТЕЛІВ АНГЛІЙСЬКОЇ МОВИ ПОЧАТКОВОЇ ШКОЛИ ТА ОТРИМАНОЮ ПІДГОТОВКОЮ

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ABSTRACT

Teaching is a profession that requires its practitioners to be trained and certified. The training may take the form of pre-service or in-service. The teachers who pass through either of these modes of training are also required to possess ample and reasonable knowledge and skills of the subject matter they teach. In addition, the training that

викладання – професія, яка вимагає, щоб її виконували педагоги, які пройшли професійну сертифіковану підготовку. Підготовка може бути попередньою, для майбутніх учителів у вишій або вже для працюючих учителів без відриву від роботи. Учителів, які проходять будь-яку з цих форм підготовки, мають володіти достатніми знаннями та навичками з предмету, який вони викладають. Крім того, підготовка, яку вони

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Regular Article

Evaluating the relationship between training expectations of teachers and the received training: Pre-service primary school English teachers in focus

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ABSTRACT

Pre-service teachers are required to join the teaching profession with reasonable knowledge and skills of the subject they teach. The training that they take in colleges should also enable them confront the reality at schools. Therefore, this study explored the relationship between the training expectations of pre-service English teachers of Amhara region of Ethiopia and the training that they received. Then data was gathered from the trainees of Kemissie teacher education college using questionnaire and interviews. The results indicate that some courses and/or contents were not expected by the teachers prior their entry to college and have less contribution to teach at primary schools. There is also weak correlation between the participants' expectations and the training they received. The training is also deficient of practical sessions. The relationship between these variables was also found statistically insignificant. Hence, more relevant courses should be added. Trainees should also be engaged in more peer-teaching and reflective practice sessions. Furthermore, language teacher training programs should consider trainees' needs.

1. Introduction

The development of a nation is highly dependent on its educational system. If the education system is in trouble, the problem becomes contagious as it affects all the other domains of the country, such as socio-economic, political, and cultural growth. Furthermore, the expansion of such domains is contingent on the importance placed on teacher preparation.

The health of an educational system is majorly ensured via the medium of instruction because the medium is the connecting device to the 'entire educational edifice' and serves as an important instrument to transfer knowledge (Hailu, 2018, pp. 55). Since its inception, English language in Ethiopia relishes great reputation in academic, research, technology, business and official spheres. Because of this status of the language, it is introduced to primary school children as a subject and as a medium of instruction in secondary and tertiary education (Animaw, 2011). As the language is mostly learned in schools, teachers carry an anticipated role to aid their students obtain the needed knowledge and skills. Therefore, the trends in training language teachers have significant impacts on their students' competence.

The English language teacher education programs around the globe

have common components, such as communicative, linguistic, pedagogy, and literature. Teachers play essential roles in the educational process of a country in these components. As a result, the success of an education system is determined by the quality of the teacher that it produces (Fairbanks et al., 2010). Since this era is shifting from an industry-based society to a knowledge-based society, educational institutions are producing, distributing, and applying new knowledge to realize the qualities of the aforementioned domains. As a result, pre-service and in-service teachers must receive proper training from teacher education programs.

Following the political change in 1991 in Ethiopia, the country introduced a reform known as the Education and Training Policy and Education Sector Strategy (MoE, 1994). By issuing this policy, official educational principles and promises were framed with four educational goals and a series of Education Sector Development Programs (ESDP I - ESDP IV) where more emphasis is given to quality (MoE, 2010). The major achievement of the implementation of these frameworks is expanding higher institutions that accommodate the student population of the country and the increased number of teachers who graduated from these institutions. Though there is an increase quantitatively, the result of MoE's report reveals that the annual demand for new teachers is

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APPENDICES

Appendix A: Questionnaire for the English Language Teachers

Addis Ababa University

Department of Foreign Languages and Literature

Graduate Program

Questionnaire for primary school English language teachers

Dear respondent,

The purpose of this questionnaire is to gather information about your training expectations and the training you received from the college of teacher education that you attended. The information that you provide will be used only for a research purpose and will remain highly confidential. your genuine responses contribute the most valuable part to the successful completion of this study, which leads to a doctoral degree. You are therefore kindly requested to provide genuine information. Your cooperation is very much appreciated.

You do not need to write your name.

Part I: Information about you as a trainee teacher

1. Your institution: _____ College of Teacher Education
2. The school you are teaching: _____
3. How many years did you teach at elementary school level? _____
4. Gender: Male Female
5. Year of graduation: _____

Part II: Trainees' Expectations of the Training: indicate the level of your expectation regarding each of the following contents of teacher training before you joined the college.

	Expectations	Very high	High	I am not sure	Low	Very low
1	English language competence in terms of the four language skills					
2	The training on the structure (grammar) of English language.					
3	Basic concepts of language systems. (e.g. phonology, morphology, syntax)					
4	How language is acquired					
5	Knowledge of transferring language skills from L1 to English					

6	Training on the difficulties in learning second/foreign language					
7	The development of your classroom English skills					
8	To learn the goals of learning English language					
9	How to teach English language to primary school students (methods)					
10	Training on how to teach in diversified classroom					
11	Training on techniques of motivating students to use English & avoid L1					
12	To design teaching activities and materials					
13	Training on adapting activities and materials to individual needs (talented & disabled)					
14	Training on managing classrooms and creating positive learning environment					
15	Training on how to foster independent and collaborative learning to develop pupils' communicative skills					
16	How to design and administer assessments					
17	Training on how to use continuous assessment					
18	How to give corrective feedback to my students					
19	Engaging you in peer teaching practice					
20	Engaging you in reflective practices					

Part III: Adequacy of the Received Training: indicate the adequacy of the training that you received in terms of the following components.

	The Essential Subject Area and Pedagogical Knowledge and Skills	Very adequate	Adequate	I am not sure	Inadequate	Very inadequate
1	The training to develop your competence in terms of the four language skills					
2	The training on the structure (grammar) of English language.					
3	The training on basic concepts of language systems. (e.g. phonology, morphology, syntax)					
4	The training on acquiring first language & learning second/foreign language					
5	Knowledge of transferring language skills from L1 to English					
6	The training on the difficulties in learning second/foreign language					
7	The training on the development of your classroom English skills					
8	The training on the goals of learning English language					
9	The training on teaching methods which are appropriate to teach English for primary school pupils					
10	The training to prepare you to teach in a multilingual and multicultural setting					
11	The training on techniques of motivating students to use English & avoid L1					

12	The training on designing teaching activities and materials					
13	The training on adapting activities and materials to individual needs (talented & disabled)					
14	The training on managing classrooms and creating positive learning environment that motivate students to use the target language (English)					
15	The training on how to foster independent and collaborative learning to develop pupils' communicative skills					
16	The training on basic concepts, issues, and practices related to test design, development and interpretation					
17	The training on how to use continuous assessment					
18	The training on how to provide regular feedback and comments on your students' assignments and tests					
19	Engaging you in peer teaching practices					
20	Engaging you in reflective practices					

Part IV: The Competence of your Teacher Educators: rate the competence of your teacher educators of your department in terms of the following issues.

	Teacher educators' competence	Very adequate	Adequate	I'm not sure	Inadequate	Very inadequate
1	The feedback that you got from your instructors during exams, assessments and teaching practice					
2	The trend of your instructors to record your progress to determine your learning outcome					
3	The subject matter competence (listening, speaking, reading and writing skills, and grammar) of the teacher educators					
4	The pedagogical (teaching) skills of the teacher educators					
5	Letting you evaluate your own teaching performance during peer-teaching					

Please add any additional information and/or comment that is relevant to the training.

Appendix B: Interview Questions for English Language Teachers

Addis Ababa University

Department of Foreign Languages and Literature

Graduate Program

Interview Questions (guides) for Primary School English Language Teachers

1. Why did you join the teacher training program?
2. So, what were your expectations of the training before you joined the college (in terms of the courses, the teacher educators' competence, the training)?
3. Did you get what you expected from the training? Did you get the teacher educators as you expected? Did you get the courses as relevant as you expected? Did you get the teaching and learning process as you expected?
4. What aspects of your expectations were not addressed by the training?
5. Was the training considerate the realities of the primary school where you teach? What relationships did you observe the training and your teaching practice?
6. Do you think that the teacher education program has prepared you for teaching English language?
 - Are you satisfied with the training that you received in terms of your English language competence and pedagogical skills?
 - How effective was the training to address your needs as a primary school teacher?
7. How adequate was the teacher education you have taken in terms of preparing you for the specific teaching skills? What is your feeling now – are you confident of teaching English language effectively? Is it because of the training that you received?
8. How adequate was the training to develop you probing, intercultural communication, problem solving skills and lifelong learning?
9. How relevant were the courses you have taken in the training for a primary school teacher?
10. What improvements do you suggest to improve the teacher training program?
 - Neglected courses
 - Unnecessary courses
 - What changes do you want to see on the program?

Appendix C: Interview Questions for English Language Teachers (Amharic Version)

Addis Ababa University

Department of Foreign Languages and Literature

Graduate Program

Interview Questions (guides) for Primary School English Language Teachers

1. ወደመምህራን ማሰልጠኛ ለመግባት ለምን እንደፈለክ(ሽ) በታብራራልኝ።
2. ወደመምህራን ማሰልጠኛ ስትገባ/ስትገቢ እንደመምህር ምን አገኛለሁ ብለህ/ሽ ጠብቀህ/ሽ ነበር?
 - ከኮርሶቹ አንጻር
 - ከመምህራኑ (አሰልጣኞቹ) ብቃት አንጻር ምን ጠብቀህ/ሽ ነበር?
3. ስልጠናውን እንደጠበከው/ሽው ነበር ያገኘህው/ሽው? መምህራኑን እንደጠበከ/ሽው ብቁ ሆነው አገኘህቸው/አገኘሻቸው? ኮርሶቹንስ ለመምህር ጠቃሚና ተገቢ ሆነው አገኘህቸው/አገኘሻቸው?
4. እንደጠበከው/እንደጠበቅሽው ሆኖ ያላገኘህው/ያላገኘሽው ነገር ነበር?
 - ስልጠናው ያስታጥቀኛል ብለህ/ሽ የጠበከው/ሽው ግን ያላገኘሽው ነገር ነበር?
5. ስልጠናው የምታስተምርበትን ት/ቤት ነባራዊ ሁኔታ ያገናዘበ ነበር?
6. የስልጠና ፕሮግራሙ እንደመምህር በቋንቋ ችሎታህ/ሽ ላይ ምን ያክል ብቁ እንድትሆን(ኝ) አድርጎሃል(ሻል)?
 - የስልጠና ፕሮግራሙ በማስተማር ስነ-ዘዴ ክህሎትህ(ሽ) ምን ያክል ብቁ እንድትሆን(ኝ) አድርጎሃል(ሻል)?
 - በስልጠናው ረክተሃል(ሻል)?
7. የመመራመር፣ ሃሳብን የመግለጥና የተግባቦት እንዲሁም የችግር ፈችነት ችሎታህን(ሽን) ከማዳበር አንጻር ስልጠናው ምን ያክል ጠንካራ ነበር?
8. የወሰድካቸው ኮርሶች በመጀመሪያ ደረጃ ለማስተማር ምን ያክል ጠቅመውሃል(ሻል)?
9. የተረሱ ግን በስልጠናው መካተት ነበረባቸው ብለህ(ሽ) የምታስባቸው (የምታስቢያቸው) ኮርሶች አሉ? ከወሰድካቸው (ከወሰድሻቸው) ኮርሶች ውስጥስ አያስፈልጉም ነበር የምትላቸው (የምትያቸው) ኮርሶች አሉ?
10. የመምህራን ስልጠናው ላይ ቢሻሻሉ የምትላቸው (የምትያቸው) ጉዳዮች ካሉ?

Appendix D: Checklist for Classroom Observations

Addis Ababa University

Department of Foreign Languages and Literature

Graduate Program

Observation Checklists to Observe the Practices of Primary School English Language Teachers

These check lists are prepared based on Danielson’s (1996) components of professional practice, Texas Essential Knowledge and Skills (TEKS) model (2016), Britten’s (1988) Model (1988) Coflan et al (2018) and Hamre et al (2012). Some contents of these sources were modified so that they can fit the targeted teacher education program.

Teacher’s code _____ Sex _____ Name of School _____
 Students’ Grade _____

Topic _____ Date _____.

1	Domain 1: Content Knowledge	Yes	No	Comments
1.1	Demonstrating subject matter/lesson knowledge - preparation			
1.2	Ability of making students to be in the learning situation with sustained attention			
1.3	The teacher uses different strategies to help students			
1.4	The teacher uses multiple & varied examples			
1.5	Knowledge on techniques of assessing student learning			
2	Domain 2: Pedagogical Knowledge			
2.1	The teacher has generic knowledge about how students learn			
2.2	The teacher has the skill and knowledge about teaching approaches of primary school			
2.3	The teacher has the skill and knowledge about methods of assessment			
2.4	The teacher applies different learning theories in the lesson			
3	Domain 3: Pedagogical Content Knowledge			
3.1	The teacher knows how to combine pedagogy and content and teach effectively			
3.2	The teacher knows how to make a subject understandable to the students			
3.3	The teacher knows what makes a subject difficult/easy to learn			
3.4	The teacher gives attention to possible students’ misconceptions of a lesson			
3.5	Gives attention to students’ backgrounds, skills, and makes integration of new information			

4	Domain 4: Classroom Organization			
4.1	Classroom interactions are highly respectful, smiling, warm & enthusiasm			
4.2	Negative climate (ethic) – harsh voice, yelling, sarcasm and disrespect			
4.3	Students take much of the responsibility for establishing a culture for learning in the classroom			
4.4	Students know what to do – clear expectations			
4.5	Teacher demonstrates a passionate commitment to the subject			
4.6	Classroom routines and procedure are coherent in their operation – little wandering, little time lost & clear instructions			
4.7	Teacher’s monitoring of students’ behavior is suitable and preventive – disruptions minimized			
5	Domain 5: Instructional support			
5.1	Teacher’s oral and written communication is clear, expressive and positive			
5.2	Students are engaged in supervised independent practice			
5.3	Students are engaged in meaningful peer interaction and collaborative works			
5.4	The teacher uses varieties of strategies and activities			
5.5	The teacher facilitates learning with interest, pacing of the lesson through adjustments and promoting involvement			
5.6	Teacher’s feedback, support and guidance to students is timely			
5.7	Teacher’s feedback to students is appropriate to resolve questions			
5.8	Students make use of the feedback in their learning			
5.9	The teacher is responsible to students’ interest and questions			
5.10	The teacher has a system for recording the progress of learners			
5.11	Balance of student and teacher talk – distributed talk			

Appendix F: Knowledge base categorization of the English language teacher training courses

Content Knowledge				Pedagogical Knowledge			
Course Code	Course Title	Credit Hours	Contact Hours	Course Code	Course Title	Credit Hours	Contact Hours
Eng101 & Eng102	Communicative Eng. Skills I & II	3+3	96	TECS111	Fundamentals of Edu. & TDP	2	32
Eng105	Listening Skills	2	32	TECS122	GMT	3	48
Eng206	Reading & Study Skills	3	48	Prac201, Prac202, Prac301 & Prac302	Practicum I - IV	4+3+3+4	224
Eng103 & Eng104	Eng. Gram. In Use I & II	3+3	96	EPsy231	Child Dev't & Support	2	32
Eng203 & Eng204	Spoken Eng. I & II	3+3	96	EPsy111	Life Skills & Gender Issues	2	32
Eng201 & Eng202	Basic Writing Skills I & II	2+2	64	SNEd211	Special Needs Edu.	3	48
Amha121 & Eng311	Int. to Lang. & Ling.	3+3	96	TECS232	Instr. to Media	2	32
Eng321	Fundam. Of Litera.	3	48	EDPM311	School Mang't & Impro't	2	32
Amh133 & 103	Basic Amh Skills I & II	2+2	64	Eng331	Material Analy & Prepa.	3	48
Amh231 & Amh232	Amha. Writing Skills I & II	2+2	64	EPsy242	Int. to Edu. Measur't & Eval.	2	32
Amh221 & Amh222	Structure of Amha. I & II	2+2	64	EPSY122	Int. to Educational Psych.	2	32
Amha211	Amha Verse & Drama	3	48	Sub-total		37	592
Amha312	Oral Litera.	3	48				
Sub-total		54	864				
Pedagogical Content Knowledge				Support Knowledge			
Eng106	Classroom English	3	48	CEED101 & 102	Survey of Civic & Eth. Educa. I & II	2+2	64
Eng241 & Eng242	ELT Methods I & II (PSK I & II)	2+2	64	ICTE103	Inf. Com. & Tech	3	48
Team241	Teaching Amha.	2	32	PHed101 & PHed102	General Fitness & Sport I & II	P/F	32
Sub-total		9	144	AcR311 & AcR322	Action Research I & II	2+1	48
Sub-total				Sub-total		10	192
Total						110	1792

Appendix G: Course breakdown of the English language

Year I Semester I				Year I Semester II			
Course	Course Title	Credit	Contact	Course	Course Title	Credit	Contact

Code		Hours	Hours	Code		Hours	Hours
Amh133	Basic Amh Skills I	2	32	Amh103	Basic Amh Skills II	2	32
CEED101	Survey of Civic & Eth. Educa. I	2	32	Amha121	Int. to Lang. & Ling.	3	48
Eng101	Communicative Eng. Skills I	3	48	CEED 102	Survey of Civic and Ethical Education II	2	32
Eng105	Listening Skills	2	32	ENG 102	Communi. English II	3	48
Eng206	Reading & Study Skills	3	48	ENG103	Eng. Grammar in Use I	3	48
EPsy111	Life Skills & Gender Issues	2	32	Eng203	Spoken Eng. I	3	48
ICTE103	Inf. Com. & Tech	3	48	EPSY 122	Intro. to Educat Psycho	2	32
TECS111	Fundamentals of Edu. & TDP	2	32	TECS122	GMT	3	48
Year II Semester I				Year II Semester II			
Amh221	Stru. of Amha. I	2	32	AcR311	Action Research I	2	32
Amh231	Amha. Writing Skills I	2	32	Amh222	Structure of Amha. II	2	32
Eng104	Eng. Gram. In Use II	3	48	Amh232	Amha. Writing Skills II	2	32
Eng201	Basic Writing Skills I	2	32	Eng106	Classroom English	3	48
Eng204	Spoken Eng. II	3	48	Eng202	Basic Writ. Skills II	2	32
EPsy231	Child Dev't & Support	2	32	Eng241	Eng. Lang. Teaching Methods I	2	32
PHEd101	General Fitness & Sport I	P/F		PHEd102	General Fitness & Sport II	P/F	
Prac201	Practicum I: School Observations	4	64	Prac202,	Practicum II: Working with mentor	3	48
SNEd211	Special Needs Edu.	3	48	Team241	Teaching Amha.	2	32
				TECS232	Instr. to Media	2	32
Year III Semester I				Year III Semester II			
Prac301	Practicum III: Assisting the Mentor	3	48	AcR322	Action Research II	1	16
Prac302	Practicum IV: Independent Teaching	4	64	Amha211	Amha Verse & Drama	3	48
				Amha312	Oral Literature	3	48
				EDPM311	School Management & Improvement	2	32
				Eng321	Fundamentals of Literature	3	48
				Eng331	Material Analy & Preparation	3	48
				Eng242	ELT Methods II (PCK II)	2	32
				Eng311	Int. to Lang. & Ling.	3	48
				EPsy242	Int. to Edu.	2	32

				Measurement & Eval.		
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Appendix H: Courses categorized according to their status

Major

Course Code	Course Title	Credit Hours	Contact Hours
Eng101 & ENG 102	Communicative Eng. Skills I & II	3+3	96
Eng105	Listening Skills	2	32
Eng206	Reading & Study Skills	3	48
ENG103 & Eng104	Eng. Grammar in Use I & II	3+3	96
Eng203 & Eng204	Spoken Eng. I & II	3+3	96
Eng201 & Eng202	Basic Writing Skills I & II	2+2	64
Eng106	Classroom English	3	48
Eng241 & Eng242	Eng. Lang. Teaching Methods I & II	2+2	64
Eng321	Fundamentals of Literature	3	48
Eng331	Material Analysis & Preparation	3	48
Eng311	Int. to Lang. & Ling.	3	48

Minor

Course Code	Course Title	Credit Hours	Contact Hours
Amh133 & Amh103	Basic Amharic Skills I & II	2+2	64
Amha121	Int. to Lang. & Ling.	3	48
Amh221 & Amh222	Structure of Amharic I & II	2+2	64
Amh231 & Amh232	Amharic Writing Skills I & II	2+2	64
Team241	Teaching Amharic	2	32
Amha211	Amharic Verse & Drama	3	48
Amha312	Oral Literature	3	48

Professional

Course Code	Course Title	Credit Hours	Contact Hours
EPsy111	Life Skills & Gender Issues	2	32
TECS111	Fundamentals of Edu. & TDP	2	32
TECS122	GMT	3	48
EPsy242	Int. to Edu. Measurement & Evaluat.	2	32
EPSY 122	Intro. to Educational Psychology	2	32
AcR311 & AcR322	Action Research I & II	2+1	48
EPsy231	Child Development & Support	2	32
SNEd211	Special Needs Edu.	3	48
TECS232	Instr. to Media	2	32
EDPM311	School Management & Improvement	2	32
Prac201, Prac202, Prac301, & Prac302	Practicum I-IV	4+3+3+4	224

Support

Course Code	Course Title	Credit Hours	Contact Hours
CEED101 & CEED102	Survey of Civic & Eth. Educa. I & II	2+2	64
ICTE103	Inf. Com. & Tech	3	48
PHEd101 & PHEd102	General Fitness & Sport I & II	P/F	

Appendix I: Nonparametric correlation

Fundamental aspects

			Expectations	Received
Spearman's rho	Expectations	Correlation Coefficient	1.000	.494**
		Sig. (2-tailed)	.	.000
		N	47	47
	Received	Correlation Coefficient	.494**	1.000
		Sig. (2-tailed)	.000	.
		N	47	47

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

Language acquisition

			Expectations	Received
Spearman's rho	Expectations	Correlation Coefficient	1.000	.461**
		Sig. (2-tailed)	.	.001
		N	47	47
	Received	Correlation Coefficient	.461**	1.000
		Sig. (2-tailed)	.001	.
		N	47	47

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

Foundations of language education

			Expectations	Received
Spearman's rho	Expectations	Correlation Coefficient	1.000	.217
		Sig. (2-tailed)	.	.143
		N	47	47
	Received	Correlation Coefficient	.217	1.000
		Sig. (2-tailed)	.143	.
		N	47	47

Instructional methods

			Expectations	Received
Spearman's rho	Expectations	Correlation Coefficient	1.000	.240
		Sig. (2-tailed)	.	.105
		N	47	47
	Received	Correlation Coefficient	.240	1.000
		Sig. (2-tailed)	.105	.
		N	47	47

Assessment issues

			Expectations	Received
Spearman's rho	Expectations	Correlation Coefficient	1.000	.214
		Sig. (2-tailed)	.	.148
		N	47	47
	Received	Correlation Coefficient	.214	1.000
		Sig. (2-tailed)	.148	.
		N	47	47

Teaching practice

			Expectations	Received
Spearman's rho	Expectations	Correlation Coefficient	1.000	.122
		Sig. (2-tailed)	.	.414
		N	47	47
	Received	Correlation Coefficient	.122	1.000
		Sig. (2-tailed)	.414	.
		N	47	47

Appendix J: Transcription of English Language Teachers

Interviewee: Trainee-7

Venue: Yegof Primary School

Interviewer: Thank you very much for agreeing to this interview, [teacher's name]. As you remember, the research topic is about what diploma teachers expect from their training, whether they got what they expected, and how the training relates to the reality of teaching in an elementary school. My first question is, what motivated you to enter teacher training?

Interviewee: First, thank you. My motivation to become a teacher was that after finishing 12th grade, I couldn't go directly to university. I thought about studying a diploma in any field and then getting a job. Around December 17, 2001, there was a regional competition, and I passed. We were seven from our district who passed the exam. We joined Woldia Teachers' College on February 21 or 22, 2001. We finished our first year during the winter. In the second year, we completed the entire year, and in the third year, we went for practice and graduated on June 23, 2003, and became teachers. Many people use the profession as an option. I would have chosen another field if I had found one. But when I joined, especially with my supervisors and head teachers, I learned a lot from their life experiences and the real-world situations they talked about. For example, when we came from small cases to capital cases, Amharic was also included under report writing, letter writing, and so on, as if we knew nothing. I learned a lot, especially when I went for practice at Woldia Yeju Genet Primary School and was under a head teacher. He showed us how to issue receipts, the secrets of being a head teacher, like model 19, model 22. I found a hidden treasure there because he showed us the training openly.

Interviewer: Okay, thank you. Now, when you first entered the training, what did you expect to get as a future teacher? You had just finished high school, so what did you expect to get as a teacher?

Interviewee: Well, you know, because of the political situation, sometimes you hear good things in the media, both private and government. Sometimes there are criticisms. But when we hear good things, we think we can lead our lives well. I often heard and saw good things about people who, without spending much time on education, learned skills privately and had other properties. They said, "Why do you need to touch your teaching hours? Just teach the students, but don't be pressured economically." So, I thought I should continue my teaching profession, but I also thought I could improve my life by doing other jobs.

Interviewer: You mentioned earlier that the trainers were very competent. Did you expect that when you first joined? Did you expect the trainers to be competent?

Interviewee: Well, about trainers, you know, sometimes, starting from the first grade in high school, you meet teachers whose names, appearances, and lineages you never forget. I followed that. What I focused on was what they did in practice. They focused on showing

us and having us show others. For example, the trainers at Dessie Teachers' College, like [name of a person] from the Civics Department, taught us how to live with farmers, women, and young women, and how to talk to them about their work. They taught us everything they thought we would encounter. Just like we had good teachers in high school, we had a similar experience in college. Now, we are meeting people who understand people's situations, who work hard and do what is appropriate for their abilities. Most of them are young, and they are really good at understanding people's psychology and guiding them towards good things.

Interviewer: Did you find the courses you took in college useful for becoming a teacher? Overall, were the courses beneficial?

Interviewee: Yes, they were very useful. Each course was well-designed. Different colleges prepared different courses. For example, most of the training modules were prepared by Debre Berhan Teachers' College, and then sent to Debre Markos, Debre Berhan, and Dessie. Especially Debre Berhan went in-depth into Amharic teaching. For instance, I remember a situation where, even with six years of work experience, we had to fill out ministry forms according to a specific procedure. We had to submit reports by 7 pm, and if a student refused to leave, teachers would stay up late working on it. It was very challenging. But in the courses, we learned how to handle such situations. The college was new, and we all helped each other and graduated with competence.

Interviewer: Okay, is there anything you expected from the training but didn't get? You said it was mostly good, but was there anything missing?

Interviewee: With technology advancing and the country's economy changing, the number of teachers has had a slight economic impact. When the cost of living increases, for example, salaries should be adjusted to support the economy.

Interviewer: Okay, now, thinking of the training program as a language teacher, how has it improved your language proficiency?

Interviewee: Well, in terms of language proficiency, I believe that even a 5th-grade student can handle 75% of it on their own. The remaining 25% is what they expect from the teacher. For example, I still use the classroom English communication module that I prepared.

Interviewer: Okay, in addition to language competence, there is something called methodology. Even if you have English language proficiency, there is something called language pedagogy. How has the training helped you in this area?

Interviewee: There is a separate course for that, and we focused on it. But since we continued teaching Amharic and English until the end, it has been helpful to me, and I am still using it.

Interviewer: Okay, thank you [interviewee's name]. Now, my next questions are related to the courses you took. Among the 30 or 40 courses you took in the diploma program, are there

any that you think were missing? Looking back, do you think there were any courses that should have been included?

Interviewee: Yes, there were some missing things in civics and Amharic courses. For example, there was a course called "relationships" in civics. If it had been offered to all fields, it would have been very useful for teachers. And in Amharic, there could have been more courses on other languages, like English, Ge'ez, and a separate course on phraseology. These would have been helpful for teaching.

Interviewer: You mentioned "phrase" and that seems to connect a bit with linguistics. So, does this mean there was a lack of linguistics in Amharic, or was there also a lack of it in English?

Interviewee: Well, for English, there was a separate class called "Classroom English," and there was a small section on linguistics, about 11 pages. It was simple and we got by. But in Amharic, especially with Ge'ez, it was like I mentioned earlier.

Interviewer: Okay, I have two final questions. Still related to the courses, I asked you earlier if there were any courses that could have been included. Were there any courses that you thought were unnecessary, like "it would have been better if this course hadn't been there"? Or were there courses that you thought were important but could have been replaced with something else?

Interviewee: When it comes to unnecessary courses, I think the problem lies in the modules that colleges prepared. There were no major complaints about the courses that were offered. I don't think there were any courses that were completely unnecessary. It depends on the quality of the course and whether it was beneficial to the students.

Interviewer: Okay, thank you. My final question is, do you think the teacher training program could be improved? If you have any suggestions, like something that could be improved or removed, this is my last question.

Interviewee: I think it's not just about improving at the college level. If the government, especially the Ministry of Education, truly wants to change the country, they should pay more attention to motivating teachers. Teachers have a lot of potential, and they need a little more support. For example, they could implement a dress code, like requiring teachers to wear ties. This would set a good example for future teachers and improve the overall image of the profession. If they address all the issues that need improvement, it would be much better.

Interviewer: Okay, [Name]. I am thankful for your time and the information you provided me.

Interviewee: I also thank you.

Appendix K: Transcription of Classroom Observations (Sample)

Observed Teacher: Trainee-7

Venue: Yegof Primary School

Teacher: Where do we stop? [the teacher instructed one of the students to call his classmates who were outside the classroom.] Where did we stop? Where do we stop? Who can make sentence as example? [the teacher was trying to settle the class in the middle of his lesson.] Who can make sentence? [the students were given lists of subjects, and modal verbs to construct sentences.] As the last period, we started that, yes? It would happen to family, right? Write on a paper as a group work. Write what you do on Monday.

[Teacher was talking to other students outside the classroom in the middle of his lesson]

[his approach while guiding the students on their activity was not friendly.]

Teacher: Put the subject here. Rearrange this and write. Search for the subject and insert it here.

[after 15 minutes] Have you finished? Who can read? Who can tell you? Okay, who will read?

[the speech of the teacher lacks flow.] have you finished? Who tell us? It will be enough if you complete 5, 6, 7.

Student: I can read the book. I can draw picture. I can clean ball. She can cook.

Teacher: Grand your hands! Grand your hands! Okay, other group. They did it well. Other group. Stand up, Mohammed! Stand up and show us what you did.

Student: They can ?? the people.

Teacher: They can what?

Student: They can emm

Teacher: The spelling!?! Go on.

Student: They can spec the director. They can fly the earth. They can read the books.

Teacher: Clamp your hands to Yohanes. Other group. Listen, listen me.

Student: I can do homework. I can do write a note. She can write classwork. He can make bread. Could you clean my home? Could you take me to airport?

Teacher: Okay, nice. But we should adjust the sentence. When we make the sentence with 'can' and 'could.' When the word auxiliary verb or modal verbs can ask the beginning of the sentence, we use permission. As a permission, yes!?! Use this mark. For example, sometimes, can I make your homework? It is permission. Politeness. Can I show you my homework? It is childish. Some people are willing to be helped. There is also undisciplined man. We can use such kind of

sentence if we want to help someone with an intense pressure. We have learned always, usually, sometimes, never in simple present tense. First semester simple present tense. When we make sentence simple present we use usually, sometimes, always, never, occasionally, and others adverbs of frequency or adverbs of time, but you cannot use at this time. It is better not use 'Can' and 'could' here. So, the difference is this. Other!?! Now you will make sentence and your exercise book. Okay, everyone, based on what you've already started, write five sentences in your notebooks using the words 'could' and 'can'. Do this quickly and on your own. Don't worry about making mistakes. I'll give you the answers on Friday. You're working in groups, so start writing your own sentences now. [the teacher was trying to address the groups; however, his approach and voice projection was not friendly.]

Teacher: Remember, I gave you a list of 66 verbs in September, right? I wrote those so you could use them as a starting point to identify nouns, verbs, and other parts of speech in your own work. Even if you don't have books to read, you can use your notebook to learn and understand these concepts.

[some students were writing their sentences on the board. The teacher was rounding in the class without guiding those who are writing on the board.]

Teacher: Anyone who wrote five sentences? I will mark the sentences written correctly.

Student: I have finished.

Teacher: Remember, I gave you a list of 66 verbs in September, right? I wrote those so you could use them as a starting point to identify nouns, verbs, and other parts of speech in your own work. Even if you don't have books to read, you can use your notebook to learn and understand these concepts.

Student: Teacher, it doesn't have a question mark.

Teacher: Whose? Other four students will write their answers on the board [he jumped to another activity/scenario and kept the already began activity aside.] When we're correcting things here, if something doesn't make sense, it's wrong. For example, if there's no period at the end of a sentence. Now, let's look at this sentence a student wrote: 'Can I speak English with you?' If someone who doesn't speak Amharic said this in Amharic, it wouldn't make sense, right? So, how would we say that correctly in English?

Student: እንግሊዝኛ ወይ

Teacher: So, we can fix this sentence by putting 'with you' in the middle. Do you see the subject in this sentence? No, it's missing. We should use a verb like 'write'. Let's put it in the middle to make it correct. I'll call on four more of you. Stand up and try. Next, be ready to explain the difference between 'may' and 'might' and how to use them. Remember, there are 24 modal verbs, and we're focusing on 'may' and 'might' today. See, there's a problem here too. Because we correct these students, they might make the same mistakes again tomorrow. There are other mistakes too.

Teacher: Okay when we summarize this topic, when we use or make the sentence with 'can' and 'could', 'can' and 'could' follow V1. The only V1. Not -ing, not verb-s, not -ed. When we use 'can' and 'could' and other auxiliary verbs. They can be used for permission or request. Make sure you review the notes I gave you last time. Be prepared to discuss 'may' and 'might' tomorrow. We'll continue our lesson then. If you have any questions, or if you think something is wrong or missing, please ask. For example, if something needs to be corrected or if you don't understand something.

[He ordered one of the students to take the collected exercise books to the next class where he was going to teach.]

Appendix L: Transcription of Teacher Educators' Interview (Sample)

TE-1 –Interview

Interviewer: Alright. So, thank you for your willingness to take part in this interview. And I am really grateful for your cooperation. Ya, because your contribution has tremendous importance for the completion of my paper. As I have told you earlier, the title of my research is the pre-service English language students' training perceptions and the training that they have received. So, it is a kind of correlational research. So that is the issue. I am focusing on and collecting data about to complete my paper.

Interviewee: You can continue with your questions.

Interviewer: Okay. So I do have a couple of questions regarding the issue and they involve around the issue and I hoped they help me to yield important information. So the first issue is the first question, I mean, what do think are the pre-conceptions/expectations of the trainees regarding the teacher training program, for instance, in terms of knowledge and skills that they may gain, the personality development, teaching as a profession, the benefits that they may gain after completing the training?

Interviewee: Alright. As you know it is students who score lower marks or those who cannot join universities will choose this teaching profession at diploma level. Generally speaking, the pre-service training before they join the colleges do not have something inspiring. They do not think teaching as a profession noble profession. Simply they theythey feel that they join it for their personal satisfaction. So English is not different thing from this. When I come to the particular department, English pre-service students usually are afraid of joining the department usually. When they choose, they theythey afraid. They fear that English a very difficult and challenging department to even to graduate, even to teach after graduation. So they see that there are a number of English teachers in elementary schools who are not able to teach English. Instead some are shifting to mother tongue teaching, to teach mother tongue. For this reason, they feel, you know they fear. So this is. In terms of knowledge, they expect that they get a little bit enough skills so that they can teach use the language in the classroom. After finishing the course, they are able to speak, write, listen and read in English, and even their personality development they do not think something special, but they feel that due to courses they will take, they expect that their personality

will be changed because there are skills there points to be given. Teaching as a profession, even from other departments, being an English teacher is a little bit interesting. But if we see as a profession, they are not inspired. And even after graduation, some will join to different areas. Even some do not continue teaching. There are a number of rural students who stay in city in towns after graduation. This shows that they do not expect teaching as something interesting. From the training they expect that they will get different benefits. For example, they will know many things about the teaching as a profession, they get knowledge from different courses like psychology so that they know the development of children at school, and from the language itself from different courses they get different skills. These are some expectations.

Interviewer: Thank you so much. The other issue is do you think that the training that they receive from the program will be easily implemented by the students when they will be teaching English at school? That mean I mean does the training enable the trainees apply different teaching methods and approaches in different situations?

Interviewee: You know this is the gap we usually identify. You know the training they receive from the training enable them to teach in elementary classes but the problem is when it comes to practice they lose many things. You know in their stay in the college, they study different courses for scoring grades. When it comes to application they will not usually apply the courses they receive from during the training. Hmm you know eeee in my assumption, the training does not enable all the trainees to use the language independently in school s. even it does not enable them to teach English freely in the classroom. Eeee during practical observations in the classroom we observe varieties of problems related to using the language.

Interviewer: Right. So now we are talking about the practical training sessions. So the questions are also around there. The other issue that should be raised regarding the training is planning language instructions, and preparing teaching materials and activities. How far does the training engage the trainees in planning language instructions, to prepare teaching materials and activities? Again eeee if you think that they prepare instructions, I mean teaching materials and activities, do they engage, I mean do the instructors/trainers engage them, in evaluating their teaching materials and instructions?

Interviewee: This is something important, but the training they take during their stay at college may give them many things to practice in actual classrooms. However, in my observation, even in the actual classrooms, I see students are not confident to prepare lessons in their own, and they are inefficient to prepare instructions in English in teaching materials and implement in the classroom. Simply they text-dependent. So there are texts in elementary classes. They plan what is there, and they do not worry about preparing teaching materials [however, if they simplify some contents of the textbooks it may become more contextual and easily understood by the children at school]. Simply they bring the textbook. Even no one care about what they doing there. So there is no immediate person who usually gives them feedback. So they do not worry about preparing teaching materials and even they do not contextualize the book if it needs. So they are text-dependent and they are they lack many skills regarding preparing instruction, teaching materials that helps their students to learn English easily.

Interviewer: So, I do not think there is room to talk about evaluating their own teaching materials if they are not able to prepare teaching materials. The next question is the relationship between the outcome of the training and the trainees' background knowledge and prior experiences. Is there a relationship between the outcome, eee do the trainers try to relate the training with the background knowledge, prior experience of the trainees?

Interviewee: Ya. Of course the curriculum suggests that there must be a room for the trainees to eee exploit their background experience with what they learn and what they will get. But practically we do not see that the students do not use their background for the actual training. there is a serious gap in this regard. But there is a room and the curriculum even suggests. So there is a problem in applying. Even eeee even the instructors usually complain that our students do not have fertile background for this course. They seriously blame about the poor background of their students. So there is inconsistency in implementing it.

Interviewer: Thank you. Not I want to ask you about eee reflective practices regarding their academic progress, the trainees academic progress. Is there a room for the trainees to reflect upon the strength and weakness of the training, problems of Ethiopian education in general at national level, their personal efforts and works? Is there such kind of room for reflection for the trainees?

Interviewee: Ya. Luckily there are many courses that promote reflective activities and to make our trainees reflective teachers at the end of their graduation. Still there are occasions students can reflect for various agendas. But still there is serious problem. When they prepare their reflective activities, they copy from others. We have, for example, portfolios. There are practicum courses. During practicum courses students are sent to schools to observe what is there, and what is in the classroom, and what the teacher is doing. They observe everything and they are ordered to put their reflections in the form of portfolio. When you see their reflections, some are artificial, some are out of their practice because they usually copy the practicum courses from their senior batches. So students lack skill of reflection. They are not frank to put what is there. May be there is a problem in writing skills. But even in oral presentations, they do not actually reflect what is there.

Interviewer: And the next question is related with lifelong learning. Ya, whenever we train trainees, eee it is obvious that we expect we aim them to be lifelong learners. So, how supportive is the training to let these trainees to be lifelong learners?

Interviewee: This is a very serious agenda that we are always talking about. You know there are many courses the students take during their stay at college. But if you ask anyone from the class to talk about the courses he/she took a semester ago or a year ago, even she/he does not tell you even the name of the course. Simply they take the course. They prepare for examinations, and after the grade is given, they usually put the handout of the exercise book there. So, if you take our department, for example, once they take the reading course courses, and what is expected is they have to be readers lifelong readers, but you do not see these practice. So there is a serious problem in the training. the training, the curriculum, doe not help students to be lifelong learners. You know teaching is always practical profession, and there is a saying that “one who stops reading does not have the right to teach” Does not have the right to go to class. But our students are not like that. Simply the requirement is taking the course for grade, and after that they put it in the dust bin may be.

Interviewer: Okay. Ya. So, actually professional development starts here, at the pre-service. It is not, it should not be started only at the in-service level. That is why I asked you this question. And, what do you suggest about the interconnectedness/sequence of the training courses? Is it repetitive/redundant or complementary among the training courses? Is there

repetition/redundancy of contents, courses? What is your comment about the sequence and interconnectedness of the training courses?

Interviewee: In terms of courses, actually there is no such redundancy because there are independent courses, but vertically and horizontally integrated, but I feel that if you take English department, for example, there are no more courses included. If you take, for example, professional courses from education department, there are many course they take. From psychology, from curriculum, from education, from measurement eeee there are many courses from instruction. But since English is skill, there are many courses to be added that helps, I mean that help, our students to fill their gap to use the language freely. So there are some missing courses.

Interviewer: Thank you again, and the other one is teaching learning process in the classroom. Is the training teacher-centered or learner/learning-centered? In relation to this, what is the suggestion of the curriculum? And what the actual practice in the classroom?

Interviewee: Actually I do not have a big complain in the curriculum because the curriculum suggests teacher trainers use teacher-centered, I mean student-centered approach. Even there are practices that the trainers use the student-centered teaching approach. But practically in the classroom, it is not implemented as intended. For instance, many teachers, many instructors use group work. But he group work is not well-managed. Simply they give an activity and they let the students discuss. So they do not know in detail who is participating, who is involving who is off. Even they do not know who is doing something needed or not. Even you know the group work, I mean the student-centered approach promotes students use the language in the classroom cooperatively. But this does not practically happen. Even there are many instructors even today who feel that they know nothing unless they fill the blackboard, unless they talk in front of them, unless they lecture in front of them. They feel confident, they feel comfortable when they lecture everything there. It is after that their students master the course. So there is serious practical gap in the classroom to use student-centered approach.

Interviewer: Okay. The other one is how capable is the training to equip the trainees in relation with linguistics aspect, in relation with communication skills, classroom management, critical thinking skills and problem solving skills of the trainees? How capable is the training to help the students develop these skills?

Interviewee: The training makes our teacher trainees to use the language in a very medium level I can say. But the role of the training is to make them pass the courses and take some skills so that they can use English language at schools in a very medium way. For the rest of the things you mentioned like critical thinking, problem solving activities, there is serious gap. Even there is a serious gap the sides of the trainers. So the training lacks moving our student trainees from what they have to critical thinking level, from equipping them with problem solving skills. This is not achieved, I can say, because even the trainers do not prepare the students to be critical thinkers and to be problem solvers. There are activities they try to use to improve their skills their problem solving skills, for example, but we do not find our students in such status.

Interviewer: Okay. The other issue is in relation with children psychological development. Does the training include psychological development issues of children, problems in relation with age of children, and solutions on how the trainees can solve the problems of the students, I mean their children that they are going to teach at school? Does the training include such kind of issues?

Interviewee: Ya, ya. The training includes such issues by the way. There are different courses that deal with children development, developmental psychology of children and how to manage children in the classroom with various behavior and learning styles and so on. Anyways, I do not have hesitation to say that there are courses that include about these issues. Still the problem is in the understanding the issues and applying at schools. Still our teacher trainees complain about the conduct of our students especially at town schools, they complain about students that are rude, students are lazy, students are not disciplined, not participating in terms of courses and so on. So this shows that they do not apply these issues practically.

Interviewer: We are still continuing our discussion, and I need your comment on the culture of the trainers in recording and following up the trainees' academic progress. Do trainers record their trainees' daily academic progress and then act accordingly, help their students feel their problems and improve it?

Interviewee: Boldly, I would like to say no. we instructors do not have this culture. Simply we bring the training module and we teach what is planned there. We go out. And when semesters come we prepare examinations, and we grade them. Actually we have different

assignments continuously we give. We follow up continuous assessment, but this is a routine that we have to do in terms of our courses. But planning to prepare a kind of profile for our student and judging who is good teacher, who will be good teacher, who will not good and giving appropriate feedback for our students is not practiced. For one thing we complain about the large class size. So it is very difficult even to give them longer assignments and to mark and to give feedback immediate feedback. For this reason we focus on paper and test and we usually grade them. We fill that properly, but when following their behavioral, psychological and academic development is something far from our practice.

Interviewer: The next question is related with living and working in multicultural and multilingual society. These trainees are going to work in a society where there are diversified culture, where there are diversified languages spoken. So, does the training enable the trainees to live and work in such society?

Interviewee: Practically, we do not find these kinds of students. Even I think the training does not prepare them to think globally and to think that they can work in various diversities because I have one point to mention you that after finishing their college training, there is time for deployment. During deployment, they always complain about that “I do not want to go to this region, zone.” Actually, in Amhara region students will be assigned in Amhara schools. Even, due to zonal variations, they do not like to go to different zones that they are not comfortable with. So I do not think the training prepares them to think in diversity and work in diversity. Simply they like to go to schools where they are from. They like to join their own woredas.

Interviewer: That is very interesting. And the other one is the effectiveness of the training, especially the practicum. So now we are going to talk about the practicum. How effective is the training in terms of the supervisors’ competence to evaluate and enhance professionalism in the trainees? In the same manner, how effective is the training in terms of the mentors competence to evaluate and enhance professionalism in the trainees?

Interviewee: This is something artificial we usually observe from schools. The training eee does not make our students effective efficient in their discipline. For example, English diploma teachers teach English from grade 1 to grade 8. If you see their English, it is not different from what a physics graduate is speaking. They do have something special. Even you

might feel that what the relevance of the courses that we give for our students. Because the English they speak, the English they write is not different from what other departments' students even use. You see! When you judge in this manner, you feel that the training does not make them efficient. And when we came to supervisors and mentors during practicum, mentors usually leave students alone in the classroom. Even supervisors do not follow, do not worry about the practicum stay of the students. Simply, it is very artificial. What is done there, they go to school they apply they take responsibility to observe and to teach some weeks. So some schools wait them for covering some classes because it is the senior mentors and supervisors teachers rest time during practicum. Otherwise, they do not give a 'shit' about helping the trainees. You see even they do not go to the class they teach. So they do not give appropriate feedback. How do our trainees know about what is left and what they have to improve, and what they are good at. So it seems artificial.

Interviewer: Now we are stretching to the strength and weakness of the diploma program in general. So far we have said a lot. We have discussed a lot. Would you comment upon the strength of the English language teacher education diploma program? What are the strengths?

Interviewee: The strengths, there are many courses included in the program. So at least they have a little know how of teaching English language. They have some grammar concepts, skill concepts so that they can use the language practically in the school at their level. So there are many, many of our trainees were joining the different schools of the region to teach English independently somehow. But, the weakness, I can mention many weaknesses. For one thing, the training does not make them lifelong learners. The training does not help them even use the language effectively. They have serious problems. Their language has serious problem. So it does not solve this problem. The other one is since language is related to skill, they are not confident to use the language everywhere even in the classroom. Instead of using English for English class, they shift to mother tongue. This shows that they lack confidence; they lack skill, knowledge and so on. So the training does not help to use English for English classes.

Interviewer: Are there other skills or contents which are neglected, but necessary, according to your perception, to the training?

Interviewee: Of course, for example, students are asked to write for only assignments and tests. Once they take the writing courses simply they are expected to fulfill the course by writing

different assignments and project work. But I feel that students must improve their writing independently. So, there are no authentic rooms to make them write independently. For example, these days, thanks to technology, there is there are different social medias. They can write in English, our students do not do that. Even the speaking is the same thing. Practically they do not use the language in confidence and even in efficiency. For this reason, it lacks many things.

Interviewer: Still we are talking about the weakness. Are there issues, for instance, courses, contents or methods, which are included but not necessary?

Interviewee: Actually, all the courses I teach and I see are necessary for the students, but there may be various courses to be added especially to fill the practical gap that will enable our students use English language freely. Especially the macro skills. When you take writing courses, for example, they are integrated, but the activities are very limited. Even the time, the duration is very short. So teachers are running to cover the contents instead of helping student to change their performance. For this reason, there must be other courses, I feel, that must be added, but all the English courses are very important, for example. But there are other professional courses added to loaded to our department that are repetitive and not something, ya, if yoy take, for example, special need I, special need II, action research I, action research II, you see, these courses can be merged and will be good but can be merged instead of putting many courses from other departments, it is important to add other important courses in English, ya.

Interviewer: Okay. Now we are at the final stage. Lastly, very importantly, do you want to bring any changes in the curriculum of the program? What are your suggestions for the improvement of the program?

Interviewee: Ya, usually, during trainings, during seminars, we suggest the ministry of education to change the curriculum. I am very interested to change the curriculum, but when we prepare the curriculum, it has to be in practical and life changing. You see, some courses are artificial. If you take, for example, civic and ethical course, they take the courses, but they do not behave as the courses intend them to act. In the same way, you know, course must bring practical changes, attitudes, and skills so that our trainees can use their language in the classroom as practical as interesting as possible. Otherwise, you know,

counting credit hours and loading our students does not bring any change if we continue like this.

Interviewer: Thank you so much. I do not want to mention your name for the sake of confidentiality, but I thank you so much for your cooperation. I am very grateful for what you have done for me, and I hope the outcome of your answers to the questions will bring important changes to the program, and then it will contribute a lot for the accomplishing of my paper. Thank you so much.

Interviewee: Okay, no problem.