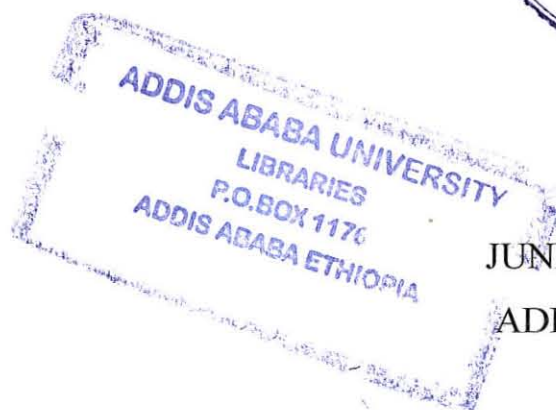


**COLLEGE OF EDUCATION  
SCHOOL OF GRADUATE STUDIES AND RESEARCH**

**THE IMPACT OF ENGLISH LANGUAGE IMPROVEMENT  
PROGRAMME (ELIP) ON TEACHERS' BEHAVIORS AND  
CLASSROOM PERFORMANCE:  
THE CASE OF KIDUSGEBRIEL AND ABUNE PHETIROS PRIMARY  
SCHOOLS IN METTU TOWN**

**BY  
BELETE DAMTEW SHIFERAW**



**JUNE, 2009**

**ADDIS ABABA**

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A THESIS SUBMITTED TO THE SCHOOL OF GRADUATE STUDIES OF ADDIS  
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The above points try to indicate the relationships which exist among quality of education, teachers' quality and quality of teacher education. This means that quality of education is critically determined by teachers' quality which is in turn depended on the quality of teacher education. This idea is well discussed as follows:

*It is universally accepted that the quality of nation depends up on the quality of its citizens. The quality of the citizen depends in a critical measure up on the quality of their education. The quality of education depends up on several factors, but the most significant factor is the quality of the teacher. Undoubtedly, the quality of the teachers is determined by the provision of adequate pre-service and in-service education (Chaurasia, 1967:80)*

From the above description, it is not difficult to understand the reality that teachers can play decisive role in the development of a nation. This is because of the fact that teachers are the real implementers of the curriculum. They are closer to the practical activities of the classroom situation more than any body who is concerned with educational duties.

Thus, it is very important to give more attention to teacher education to be fruitful or to achieve the intended educational objectives. Teacher education can either take the form of pre-service or in-service training programme. In-service teacher training, which is the focus of this study, is believed to be important because it can bridge the gap between what the teachers got from pre-service training and what the existing situation demands them. This point can be clearly described as follows:

*Initial teacher education, no matter how thorough and systematic, can never hope to prepare comprehensively for all the various demands that are to be encountered throughout a full teaching career. Inevitably, therefore, teachers will require opportunities for professional enrichment for developing their skills and acquiring new ones, for revitalizing the practice of their craft and for keeping abreast of developments in pedagogy and knowledge (Kirk, 1988:45).*

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## Acronyms and Abbreviations

ELIP: English Language Improvement Programme

INSET: In-service Education of Teachers

MoE: Ministry of Education

AAU: Addis Ababa University

MA: Master of Arts

IKELTAs: International Key English Language Training Advisors

KELTAs: Key English Language Training Advisors

KELTs: Key English Language Trainers.

ELT: English Language Teachers

E.C.: Ethiopian Calendar

EFL: English as a Foreign Language

L1: Mother Tongue Language

L2: Second/Foreign Language

## **Abstract**

*The main purpose of the study was to investigate the impact of ELIP training on teachers' behaviors and classroom performance. To do this, a qualitative case study method was employed. Six English language teachers of second cycle primary schools, two primary schools' principals, two ELIP trainers and two supervisors at Woreda level were involved in this study. The study employed in-depth interview, focus group discussion and classroom observation as means of data collection instruments. The data secured through these instruments were categorized and thematically analyzed. The findings of the study revealed that ELIP training had improved teachers' English language proficiency. The analysis indicated that teachers confidence in using English while teaching was improved where as teachers' confidence in using English in their spare time was not observed. It was found that teachers' communication skill was not increased. The study also revealed that communicative language teaching was not implemented in most observed classrooms. Finally, the findings indicated that the support and follow up provided to teachers were not satisfying. Consequently, it can be said that the ELIP training which was appreciated and understood by respondents could not be implemented in the actual classroom situation. Hence, it was recommended that providing continuous support and follow up from the concerned bodies to help teachers to apply what they have acquired in the training is indispensable.*

# CHAPTER ONE

## INTRODUCTION

### 1.1. Background of the Study

Now days, almost all countries of the world are attempting to improve the quality of education provided for their communities. Actually, there are many factors which can determine the quality of education. Among these factors teacher education is considered as one of the determinant factors. Regarding this idea, Ainscow (1994) indicates that to improve quality of education, the preparation and support of teachers should get attention. Some authors try to explain quality of education in terms of teacher's quality. Kirk (1988) pinpoints that the quality of educational services provided to a society depend basically on the quality of the teachers. Zenebe (2005) also explains that quality of education is determined by the qualification teachers have and as well as the access of sufficient number of teachers.

Consequenently, there is evidence of increased activity to upgrade the quality of teacher education. The New Encyclopedia Britannica (2005:428) points out that "it is significant that a substantial proportion of budget of the United Nations Educational Scientific and Organization (UNESCO) is devoted to the improvement of teacher preparation."

In describing activities to be done to improve quality of education in general and quality of teacher education in particular, Gideonse (1994:5961) summarizes as "Nations establish policies to recruit and prepare teachers and enhance their skills because the heart of any nation's educational system is to be found in the quality of its teachers."

According to Tilahun (1990) the main purpose of In-service Education and Training of Teachers (INSET) is to raise the qualification of teachers and to keep the qualified teachers abreast of the current standard and practices. Cropley and Dave (1978); Kirk (1988) and Eraut (1995) explain the purpose of INSET more specifically as INSET is used to equip teachers with necessary skills, knowledge and attitude to function properly in the educational system. Tyler (1974:15) in his part emphasis on the importance of INSET by saying "New tasks for school will generate new problems to be dealt with an INSET programme."

However, some authors point out that INSET programmes may not be successful as assumed. Wolter (2000), for instance, states that in most INSET programmes, the rate of success in effecting changes in the classroom behavior of the participants has been far from satisfactory. In the same way, Lamb (1995) enumerates that some of the problems in an INSET lie in the inability to apply all what the participants have learnt with in the existing parameters found inside and outside the school environment. He also confirms in his study entitled 'the Consequence of INSET' that "Teachers attending short INSET courses are usually exposed to a great amount of new information and ideas. While this can be exciting at the time the after effect may be less salutary." Furthermore, Tilahun (1990:73) notes that "There is nothing self-evident about the relative superiority of improving teaching through programme of in-service training."

In respective of the above controversies, the Current Education and Training policy of Ethiopia gives more emphasis to an in-service teacher education. For instance, the Education Sector Strategy (1994:3) states that "one of the pre-requisites to improve educational standards will be upgrading the quality and professional competence of existing teachers

through in-service training." Further more, teachers' qualification and competency in medium of instruction has got especial attention in the educational policy. Thus, the Current Education and Training Policy (1994:21) of Ethiopia points out that "Teachers starting from kindergarten to higher education will be required to have the necessary qualification and competency in the media of instruction through pre-service and in-service training."

To implement policy issues regard to an in-service training of teachers, the Ethiopian government has run many INSET programmes. One of the INSET programmes, which is the focus of this study, is the English Language Improvement Programme (ELIP) training. According to Ahmed, Almaz and Altshul (2005) and Flinck and Martinsson (2005) the Ministry of Education (MoE) launched ELIP in 2002 with the aim of raising the level of the English language ability of both English language teachers and teachers of other subjects through the medium of English. They also indicate that the ELIP training has general and specific objectives to be attained by teachers.

General objectives of ELIP are: to have access to knowledge and information available in English to make use of modern information and communication technology opportunities and to interact with their peers through this international language and to do their jobs effectively and to communicate their ideas effectively to their respective students.

Specific Objectives of ELIP are:

- To raise the English Language proficiency of Ethiopian teachers';
- To increase the Ethiopian teachers' English communication skills in the classroom;
- To increase the Ethiopian teachers' self confidence in using English; and
- To introduce to Ethiopian teachers a more learner-centered teaching behavior.

To achieve these objectives, the MoE employed International Key English Language Training Advisors (IKELTAs) who came from United Kingdom Universities to train Ethiopian key English Language Training Advisors (KELTAs). The KELTAs, in turn trained Key English Language Trainers (KELTs). The ELIP training has been started in July 2003 and it has 200 hours training programme with three consecutive phases (Ahmed, Almaz and Altshul, 2005). Presently, almost all primary and secondary school teachers take ELIP training in Ethiopia. Thus, the main purpose of this study was to assess the effects of ELIP training on English language teachers' behaviors and classroom performance.

### 1.2 Statement of the Problem

At present time, the need to use English as a second or foreign language is increasing world wide. This is because, according to MoE (2005:1), "English language is seen as language of global communication in education, science and development as well as information technology, business and diplomacy." To this end, there is an increased interest to improve the language proficiency and to adapt the new methods of language teaching strategy in many countries of the world where English is taught as second /foreign language. For instance, in Egypt there is the centre for developing English language teaching which was intended to improve teachers' English language proficiency and to adapt new methods of teaching English language (Bowers, 1987). There are also similar practices in China, Indonesia, Japan and etc (Cartozzi and Jin, 1996; Lamb, 1995; Pacek, 1996).

Similarly, the Ethiopian government has attempted to implement the new innovation concerning English language which demands teachers to improve their English language proficiency and to adapt methods of

English language teaching. Thus, Ministry of Education (MoE) launched the English Language Improvement Programme (ELIP) in 2002, with funding from international donors, with the aim of raising the level of the English language ability of both English language teachers and teachers of other subjects through the medium of English (Ahmed, Almaz and Altshul, 2005 and Flinck and Martinsson, 2005).

However, orienting this change to all teachers was a difficult task in that it needs large amount of money as well as sufficient time. To overcome this problem, MoE has arranged the ELIP training. Since ELIP training has been undertaken during the vacation of teachers and within a short period of time, it helped to train large number of teachers with relatively shorter period of time and lower cost than pre-service teacher training.

Nevertheless, experiences of other countries tell us that improving English language proficiency and adapting the new teaching methodology in English language in a short INSET were not satisfactory. For instance, Bowers (1987:35) in his study found out that "the centre for developing English language teaching programmes are an inadequate response to the need and demand for change in English language teaching in Egypt."

As ELIP training is a recent phenomenon in our country, there are not in-depth studies concerning the impact of this programme particularly on English language teachers. Therefore, it is crucial to study this programme in detail in relation to its effects on English language teachers' behaviors and classroom performance to get valuable information which will help to improve the programme. Moreover, the researcher has got the chance to teach English language course (ENLA.101) at diploma level for primary school teachers who enrolled in social science stream in summer 2006. At that time, almost all of the teachers have attended ELIP training, but most of the teachers did not

show behaviors which are expected of them according to ELIP objectives. Most of the teachers were afraid to speak in English language to the extent that they were unable to introduce oneself in front of the class. Even those who had confidence to speak, lack fluency as well as accuracy.

Thus, the absence of in-depth studies with regard to the effects of ELIP training and the personal experience the researcher has in teaching English language initiated the researcher to undertake this study. To this end, the following basic research questions were posed to be answered in this study.

1. What is the effect of ELIP training on teachers' English language proficiency?
2. What is the impact of ELIP training on teachers' confidence in using English both in their spare time and while teaching?
3. What is the consequence of ELIP training on teachers' communication skills?
4. How do teachers who have participated in ELIP training conduct English lessons?
5. What types of support and follow up do English language teachers get from the stakeholders?

### *1.3 Objectives of the Study*

The general objective of this study was to investigate the effects of ELIP training on teachers' behaviors and classroom performance. Hence, based on the general objective stated above, the following specific objectives of the study were stated. These are:

- ▶ To assess English language skills improvement of teachers as a result of ELIP training;
- ▶ To examine the change in English language communication skills of teachers after ELIP training;
- ▶ To explore teachers' confidence in using English language both in their spare time and while teaching that occurs due to ELIP training;
- ▶ To investigate teachers' methods of teaching in English language lesson; and
- ▶ To identify the support and follow up systems given to teachers in teaching English language?

#### *1.4 Significance of the Study*

As English language is an international language in general and subject to be taught beginning from grade one and medium of instruction in secondary and tertiary levels in Ethiopia, studies related with the English language has paramount significance. Thus, this study has the following significance. These are:

- ▶ It may help the educational personnel to identify the strengths and weaknesses of ELIP training and give remedial to teachers;
- ▶ It may provide some information to the trainers, training advisors and donors of the programme;
- ▶ It may also help to create awareness that in service training must be paid due attention as a continuous task.
- ▶ It will give some clues to the future interested researchers;

#### *1.5 Delimitation of the Study*

This study is delimited to English Language Teachers of Second Cycle Primary Schools found in Mettu Town. Moreover, to make the study manageable, it is delimited to the effects of the ELIP as an in-service

training related to the teachers' behaviors and classroom performance. It did not consider other aspects of effectiveness of teachers' training programme like inputs and organization, students' achievement and so on.

### *1.6* Limitation of the study

Difficulty of expressing oneself using English language on the parts of some teachers was the main Challenge of the study. Nevertheless, to overcome this problem the researcher made them use their vernacular language.

### *1.7* Operational Definition of Terms

**Impact:** refers to the change brought on the teachers' behavior and classroom activities as a result of ELIP training.

**Behaviors:** refers to teachers' English language proficiency level, confidence and communication skills.

**Classroom performance:** refers to teachers' ability in the application of communicative language teaching.

**Teachers:** English language teachers of second cycle primary school those who attended the ELIP training.

## CHAPTER TWO

### REVIEW OF RELATED LITERATURE

#### 2.1 Teacher Education: An Overview

Quality education is the base for economic, social and political development of a country. In line with this idea Lockheed and Verspoor (1991) claimed that the overall development of one country is closely related with the quality of its education. They argued that teachers are central in the provision of quality education. Therefore, to make teachers to carryout their responsibilities effectively, they should be equipped with necessary knowledge of the subject matter, knowledge of pedagogical skills and as well as with the knowledge of children development. This implies that teacher education should provide teachers with necessary knowledge, skills and attitudes. For this reason, Lockheed and Verspoor (1991) and Mphinyam (1996) consider teacher education as an integral part of any educational system.

Teacher education can be conceptualized from two main perspectives i.e. teacher training and teacher development. Teacher training can be viewed as the transfer of knowledge from the source (teacher) to the receiver (students).For instance, McGill and Beaty (2001:170) define teacher training as "It is the transfer of knowledge and skills from one who knows to the one who does not." This idea considers trainers as the main agents of the teaching learning process where as learners (trainees) are seen as the passive listeners.

Thus, the meaning of teacher training goes with the traditional methods of teaching. This means it views the learners (trainees) as empty vessels to be filled. However, such outlook has got less attention nowadays and it seems teacher training is replaced by teacher development.

Teacher development is a relatively recent phenomenon and it considers the construction of knowledge by the learners (trainees). It also assumes the effectiveness of teaching learning process based on the involvement of the learners (trainees). For example, Wallace (1991:13) states teacher development as "...is something that can be done only by and for oneself." This implies teacher development involves trainees' participation in teaching learning process. The approach in this case is therefore, learner-centered unlike teacher training which is teacher-centered.

In both teacher training and teacher development, the main purposes of teacher education are to develop the knowledge of teachers related to the subject matter, behavior of students at various stage of development and the methods how to teach children. Aggarwal (2004:413) explains the purpose of teacher education as "Proper education of the teacher enables him/her to have a knowledge of how children grow, develop and learn, how they can be taught effectively, and how their inner potentialities can be brought out and develop." This explanation gives more emphasis to teachers' knowledge of children's development. It neglects the subject matter knowledge of teachers. However, to be effective in teaching, teachers should have both knowledge of children's development and the knowledge of subject matter. In addition, teachers should be equipped with necessary skills of how to teach.

The foregoing ideas of different authors concerning the components of teacher education suggest that the knowledge of the subject matter, knowledge of children's development and the knowledge of how to teach (pedagogical knowledge) are considered as the main bodies. Therefore, to get quality teachers, the curriculum designers of teacher education

should give appropriate emphases to all components of teacher education such as knowledge of the subject matter, knowledge of children's development and the methods of teaching children.

Northfield and Gunstone (1997) summarizes the purposes of teacher education as it helps teachers to learn and apply important ideas. They further describe that teacher education should improve teachers which in turn bring improvement in the school.

To be effective, Northfield and Gunstone (1997:54) suggest the following principles of teacher education. Teacher education programme should:

- Model the teaching learning approaches being advocated and developed the vision of teaching in the teaching profession;
- Based on prior and current experiences of teachers and give respect for teachers' knowledge and understanding;
- Maintain close relationship between school and the teaching profession;
- Help to improve the personal, social and professional development of teachers.

With regards to challenges of EFL teacher education, Schocker-V-Ditfuth and Legutke (2006:51) state that "Teacher education often fails to provide the relevant base that would enable student teachers to prepare their learners adequately for the task outlined and to support them in coping with the complex demands of second language classroom."

According to Pearson (1989:154), the challenge in teacher education can be described as follows:

*The challenge in teacher education is to enable prospective teachers to take what they have learnt about teaching and to use it on their own in the teaching situations in which they*

*find themselves or, to put this in the terms of this work, to engage in practical reasoning as teachers. Teachers must form intentions based on their beliefs as well as must change their beliefs and intentions in the light of experience. To enable teachers to make these changes reasonably is a central concern of teacher education.*

One of the main problems in teacher education is that teacher's inability to apply the experience they have got to their school environment. This may emanate from different factors. But, in most cases teachers' beliefs constitute the most part of them. Hence, changing teachers' beliefs should be given considerable attention to be successful in an educational innovation.

## 2.2 In-Service Teacher Education (INSET)

### 2.2.1 The Meaning and purposes of INSET

The meaning of in-service teacher education is changing and it varies from country to country depending on the level of preparation teachers receive (Villegas-Reimers, 2003). The in-service teacher education can be defined in different ways especially based on the purpose and duration of the training.

Long and Reigle (2002:120) for example, define in-service teacher education as "teacher training that occurs after a teacher is certified and employed." Similarly, Durkin (1987:672) defines in-service teacher education as "the continuing education of teachers after entering employment." To Kirk (1988) in-service teacher education is a large amount of activities and programmes which are intended to develop teachers' capacity to change.

In defining in-service teacher education, Deland-Sheere (1987) claims that in-service teacher education refers to intensive training activities

which are given to teachers when the teacher's knowledge of a subject matter becomes out dated or obsolete. He also indicates that this type of training is necessary when there is a gap between teacher's present knowledge and existing demands.

In describing in-service teacher education Bloam (1980) as cited in Eraut (1994:730) summarizes as follows:

*Those education and training activities engaged in by primary and secondary school teachers and principals following their initial certification and intended mainly or exclusively to improve their professional knowledge, skills and attitudes in order that they can educate children more effectively.*

Bloam's definition of in-service teacher education delimits itself to primary and secondary school levels. But, in reality in-service teacher education can include all levels of educational structures as far as it is on the job training. Furthermore, in-service teacher training is not only serving teachers those who have initial training but also it serves those teachers without any initial training.

In-service teacher education is one of on the job educational training programme which serves teachers to up date their knowledge, skills and attitudes. It also helps to upgrade teachers' qualification. Generally, INSET training is intended for a short period of time to bring an improvement or adapt a new change on teachers' behaviors and classroom performance. This in turn improves the quality of education by improving students' academic achievement.

The rapid change in social, political and economic conditions of the world has brought the need to the educational change which in turn has brought the need for continuing professional development of teachers. To implement new knowledge, skill and attitudes in educational system, in-

service education for teachers is important to personal and professional development (Bradley, Conner and South Worth, 1994). They added that the in-service education of teachers is very important at a time of substantial change in schools. They also explained that the school development doesn't take place without teacher development. This shows that change in the school environment is unthinkable without change of teachers' behavior. Thus, teachers should be equipped with necessary knowledge, skills and attitudes to bring improvement in the school environment. This is because teachers are the major responsible bodies in the school than any other bodies.

In the same way, Eraut (1995) points out that the purpose of in-service teacher education as it is to improve the knowledge, skills and attitudes of teachers in order to educate children effectively. He further describes that introducing schools to new ideas and approaches is an important purpose of in-service education of teachers.

The New Encyclopedia Britannica (2005) suggests the need for in-service teacher education because of the fact that there are many changes in the world. Therefore, teachers must adjust themselves to new developments in educational technology through in-service teacher education.

Kirk (1988:45) describes the use of in-service education of teachers in a detail way as follows:

*Initial teacher education, no matter how thorough and systematic, can never hope to prepare comprehensively for all the various demands that are to be encountered through-out a full teaching career. Inevitably, therefore, teachers will require opportunities for professional enrichment for developing their skills and acquiring new ones, for*

*revitalizing the practice of their craft and for keeping abreast of developments in pedagogy and knowledge.*

Recently, almost all countries in the world are implementing INSET programmes for different purposes. These purposes can be summed up as follows:

- a) To make educational innovation effective by helping teachers and personnel through INSET programme;
- b) To abreast educational personnel and teachers with new ideas of the innovation; and
- c) To improve quality of education and professional development of teachers (Eraut, 1994:730).

Generally speaking, in-service education of teacher is one of the continuing professional developments of teachers which can complement the pre-service education of teachers. The dynamic nature of teaching profession makes teachers to keep abreast about the subject matter they teach, the varied needs of children and the new teaching methods throughout their career by the help of in-service teacher education.

INSET programme takes various forms and are designed to fulfill many different functions. For instance, Kveternik (2002:59) divides in-service teacher education in to four categories based on the purposes of the programme. These are:

- In-service education of teachers for unqualified teachers.
- In-service education of teachers to upgrade teachers.
- In-service education of teachers to prepare for new roles such as principal or teacher education.
- In-service education of teachers for orientation of new curriculum.

### 2.2.2 Effectiveness in an INSET

The meaning of the effectiveness of an INSET programme can be different based on its purposes. It may include the input, the process and the outcomes of a programme. But, in most cases the effectiveness of INSET programme indicates whether or not the stated objectives are achieved. In describing the effectiveness of in-service programme, Bradley, Conner and South Worth (1994:38) summarize as:

*When we ask questions about the effectiveness of in-service experiences, we go beyond concern for cost of the enterprise or the efficiency of its delivery and address more fundamental issues related to changes in thinking, values and beliefs of the participating teachers and to the effects of their experiences on the learning opportunities provided for children.*

The effectiveness of a programme can be seen from different point of views. It can encompass the organization of the inputs, the process and the outcomes. With regard to this point, Yohannis (2006) states that effectiveness of teachers' training programme could be studied from different perspectives like:

- Inputs and organization of the training;
- Teachers' behavioral change;
- Students' behaviors in the classroom; and
- Students' achievement.

There are many constraints which can influence the effectiveness of an INSET programme. To be effective in an INSET programme, Mooner and Voogt (2000) argued that the INSET courses should consist of theory, demonstration, practice, feedback and coaching. Wallace (1991) also claims that the effectiveness of an INSET courses is mainly depended on teacher trainee's reflection and practices.

The organization of the components of the course in an INSET training plays a vital role in its applicability. The theoretical and practice aspects of the courses in an in-service teacher education programme are crucial issue. Their relationship or the way they are presented in course has a great impact on the effectiveness of a programme. The emphasis given to either of them usually depends on the kinds of the programme.

Bradely, Conner and South Worth (1994: i) explain that the effectiveness of an INSET can be influenced by the following factors:

1. The context in which in-service training takes place and the existing situation for in-service education;
2. The appropriateness of the in-service strategy adopted to suit a particular context; and
3. The methodology applied i.e. It should encourage teachers to be reflective practitioners.

Eraut (1995:262) also indicates factors which can determine the effectiveness of an INSET programme as:

- The role of the leadership in the school level;
- Organizational culture at the school level ; and
- The role of the external agencies.

Similarly, Roes (1997) as in Mooner and Voogt (2000:298) on her research concludes that the INSET programme should consist of the following activities to be effective. These are:

- *Presentation and written background*: this means that teachers should be provided with presentation and written background of the courses before they are going to apply the change.
- *Exemplary lesson materials*: teachers should be exposed to examples as how to apply training course in their actual classroom situation.

- *Teachers should carry out exemplary lessons in their own classroom: teachers need to apply what they have learnt in their training i.e. teachers should get the opportunity to practice the theoretical aspects of an INSET course.*

To make in-service education of teachers effective, there should be continuous support and follow up from the stakeholder. With regard to this view, Guskey (1988) pin points that teachers who have participated in an in-service training should be provided with continued support and follow up. He further describes that teachers should be provided with ongoing guidance and direction, classroom assistance and opportunities to interact and share ideas with their colleagues.

Sercu (1998) on his part pinpoints that to bring change in an INSET; teachers should be given assistance by concerned bodies in applying the theoretical aspects of the courses. He also argues that teachers have to be oriented that the innovations require changes in their self-concept, professional qualifications, attitudes and skills.

Careless (2001) asserts that teacher training and supports are crucial in the preparation of teachers to implement a new curriculum. In a study of change in developing countries, he suggests four elements needed for successful teacher training to support innovation. These are:

- a) Permanent and local available in-service training. Example, through a cascading model. This means that it is impossible to train all teachers at a time in an INSET. Hence, the training should be carried out turn by turn to include all teachers.
- b) Establishment of effective systems for supervision and support of teachers. This is because educational innovation

needs collaboration to be successful. Thus, there should be well organized system of supervision which encourages teachers to apply the innovation.

- c) Adjustment of the content of teacher training to the teachers' own level of knowledge and experience. This implies that need analysis is very important to identify teachers' background before preparing the courses for training.
- d) Encouragement of teacher motivation and commitment. To be successful in INSET training, teachers need to be motivated and committed in their work. For example, through improved working conditions or opportunities for professional development.

If teachers are to implement innovation successfully, it is essential that they have a thorough understanding of the principles and practices of the proposed change. Moreover, support and follow up given to teachers are very important means to achieve the desired outcomes in an in-service training. Thus, the support and follow-up which are given to teacher-trainees in an in-service teacher education should base primarily on developing the experiences of teacher trainees by giving opportunities to interact and share ideas with colleagues. Teacher trainees should also be given the opportunities of practicing the theoretical aspects of the training.

In describing the importance of follow up and support activities in an INSET programme, Lamb (1995:72) in his study of 'the consequences of INSET' concludes that:

*Without subsequent follow up courses, the effect of the short in-service courses would have been disastrous because the motivation and stimulus (the participants had) gained would soon have been negated by the*

*confusion and frustration they would have suffered in trying to apply all that they had learnt...within the existing parameters of syllabus, examinations, materials, official expectations and class size.*

Doff (1987) suggests that intensive follow up supervisory to attain the objectives of INSET programme.

Vivian (1977) explains the purpose of follow up in an INSET as it provides reliable feedback on the adequacy of the programme to the stakeholders. Roberts (1998:271) also suggests the need to follow up in an INSET programme because teachers may be confronted and encountered with unpredictable problems in their real situation.

Awareness raising practices are also considered as one of the crucial factors which can determine the effectiveness of any innovation in an INSET programme. According to Ellis (1990:179) awareness raising is intended to "Develop the trainees' conscious understanding of the principles underlying English as a foreign language (EFL) teaching and/or the practical techniques that teachers can use in different kinds of lessons."

Lamb (1995) claims that there is a strong argument for beginning INSET with awareness raising activities where the participants confront with their routine practice and the values it is intended to serve.

### 2.2.3 Challenges in an In-service Teacher Education

Behind every in-service teacher education programme, there is normally underlying desire for changing practices and behaviors of teachers. However, in most cases teachers' practices and behaviors are not

changed in an in-service training as intended. Concerning this idea, Palmer (1993:163) summarizes as follows:

*In teacher training there is often a large gap between what happens in an in-service course and what subsequently happens in the classroom. While objectives may vary as to the purpose of a specific in-service programme (refresher, teacher development, retraining, etc) the actual outcome in terms of change and development in teaching and classroom behaviors may be in radical contrast to the original intention. Of course, most trainers expect, indeed assume, that the 'new' ideas they present will have to be adapted by the teacher before they are ready to be used in a particular context. However, in-service programmes are, by their nature usually intensive, allowing trainers little opportunity to help teachers explore the implications the innovation will have on their previously established classroom routines and behavior and thus adapt it to their particular circumstances. As a result the full benefit of the in-service programme may not be attained.*

Similarly, Vivian (1977) asserts that provision of in-service training by itself is no sufficient to be effective. He argues that giving the opportunities for teachers to apply the training in their school work are very important. He concludes that unless the circumstances in the school are conducive for teachers they may forget to apply the new methods in their actual classroom performance.

According to NourAzmi (1991) as cited in Eraut (1994) innovations fail as the result of personnel's lack of expertise in an in-service teacher education and the management of change. He also indicates in-service teacher education leaders may lack sufficient practical experience of the innovations they are promoting.

Bradely, Conner and South Worth, (1994:105) describe the change in teacher as a result of INSET training as:

*The relationship between in-service activities and change in a teacher or in a school is problematic. Over the past twenty years there have been more negative research conclusions than positive. For example, we know now that INSET does not necessarily change teachers that individual teachers, or even group of teachers, find it hard to change schools and that schools find it hard to change without bringing about change in their teachers. There is in this situation the potential for a 'Bermuda triangle' in which. INSET effort repeatedly disappears without trace.*

They also elucidate that short INSET fails, because changing attitudes of individuals need a longer period of time. Finally, they conclude that INSET can be, and often is, efficient, but it is not often effective. Similarly, Bradley (1994) on his part indicates that it is possible to offer efficient INSET when dealing with national initiatives and large member of teachers, and to make it effective, provided considerable contemplation is given to the organizational and structure of the experience and to relating the existing context of the school.

To bring change in the school system, teachers are considered as the main important agents i.e. without change in teachers' behaviors and classroom practices, the school will never change. This is because teachers are the main implementers of change in the school system and they are closer to the school activities than any other educational personnel at all levels. This shows that to be effective in any educational

innovation, the change in teachers' behaviors and classroom performance should be given priority.

Doff (1987:228) on his part summarizes the challenges of an INSET programme as:

*Obviously, appropriate content and design of the training materials will increase the chances of teachers adopting the new methodology. But, it may be unrealistic to expect even well designed training materials to have immediate effects on teachers' classroom behavior. In deed, it was a common experience during the implementation of centre for developing English language teaching in-service training programme that new methodology would be accepted and practiced with enthusiasm in the training session but this would have no impact at all on subsequent classroom teaching.*

This implies that the successful implementations of INSET programme needs not only the well organized courses but also well organized training strategies, support and follow ups from all responsible parties.

Generally, there are many factors which can hinder the implementation of an INSET as planned. These can be summarized as follows:

- Shortage of time: usually an INSET training programme takes place in a short period of time. This gives less opportunity to teacher trainees to practice the theoretical aspects of the course.
- Lack of experiences of educational personnel to follow up and support teacher trainees:

- School related factors such as lack of equipments, materials etc.

## 2.3 English as a Foreign Language (EFL) In-Service Teacher Education

### 2.3.1 Components of INSET for EFL

The increasing interest to communicate in the world has made the English language teaching to become more important than ever. This condition has forced almost all countries of the world to have well trained teachers especially English language teachers to increase language proficiency and implement the new language teaching strategy, communicative language teaching. To this end, the English language courses should be developed in such away that they can increase teachers' language competence and help teachers to apply communicative language teaching.

It is obvious that to teach the subject, teachers should have good knowledge of the subject matter, the skills how to teach and good attitude towards the subject he/she teaches. In relation to this view particularly in teaching English as foreign language, different authors describe the components of English as foreign language teacher training programme in many ways by giving more emphasis to one or more of the components.

Most of EFL teacher training programmes both as pre-service and in-service around the world consist of methodological/pedagogical component and linguistic component (Cullen, 1994; Bowers, 1987). Cullen (1994: 35) explains methodological component as:

*Teacher training courses in English as a foreign language around the world, at both pre-service and in-service levels.*

*usually consists of a fairly predictable set of component parts that is there will be a methodological /pedagogical skill component in which different methods and techniques for teaching English are explored, and the various classroom skills the trainee needs to teach successfully are discussed and practiced.*

According to Bowers (1987) the pedagogical component of EFL teacher training programme should consist of teacher's skill of classroom management, communicative language teaching, preparation and assessment parts.

Here the pedagogical component deals with the skills of teachers have to manage the classroom and apply different strategies in teaching English language. It also help teachers to motivate and encourage their students to make them actively participate in the learning and teaching process.

The other component of EFL teacher training programme is a linguistic component. Cullen (1994) describes a linguistic component as it is primarily theoretical which consists of the English grammar and phonological systems. Similarly, Bowers (1987) says that the linguistic aspects of EFL teacher training programme consist of competence in language system and use. The linguistic component part gives more attention to the development of language proficiency of teachers. In most cases language proficiency is considered as a base to the practical activities of teachers in their classroom situation.

Almost all educators agree on the importance/need of both linguistic and pedagogical components of English as a foreign language in an in-service teacher training programme. However, it seems that there is no consensus on the question 'which component should be emphasized?' .On 'this idea different authors have different opinions. For instance, Bowers (1987) discloses that the training material in English as a foreign

language teacher training programme should give more emphasis to the language improvement component. This is because he argues that language improvement is considered as a base for methodological aspect. Finally, he summarizes the emphasis as “if the level of English language proficiency of teachers is low, the teachers can't be able to teach in appropriate way.”(p.173)

In the same way, Linguagen and Ensino (2001) point out that although in most cases the emphasis in an in-service English language teaching is methodological aspect, language proficiency is the most important component of English as a foreign language teacher training programme. They suggest that in-service teacher training programmes have to take in to consideration the need to improve the language command of their trainees' in order to meet their needs and respond to their wishes. Medgyes (1992) also advises non-native speaking English as a foreign language teacher to improve their command of English to be effective in their career.

On the other hand, Cullen (1994) indicates that in an in-service course of English as a foreign language teacher training programme, the main emphasis is given to methodology part. He predicts the reason for this as teacher trainees' proficiency in the language is always taken for granted. Similarly, Lafayette (1993) as cited in Linguagen and Ensino (2001) claims that in English as a foreign language teacher training programme, the subject matter has got less attention. This is because the content knowledge seems to be so obvious that there is not a need to justify it.

Generally speaking, it is undeniable fact that in an in-service teacher training programme both components of English as a foreign language are very important. Supporting this view, Berry (1990) explains that the use of language improvement in to two ways i.e. to raise the teacher

trainees' level of proficiency and to provide effective teaching models in case of change in teaching practices. However, to answer the question which component of EFL should be emphasized in an in-service teacher training programme, the course designers should assess the language proficiency of teacher trainees before making any decision. The assessment can give clues on which component to emphasize. This means the experiences of teacher trainees' have in their pre-service training and in their work life can determine on which aspect of the component one should emphasize.

Some authors give equal attention to both pedagogical and language improvement components. Murdoch (1994) and Schocker-V. Ditfuth, and Legutke (2006) for example, suggest that in-service teacher training programmes should think more in terms of activities that will help to develop both the pedagogical skills and language competencies. This position is an eclectic position which can help to keep balance between the two components in designing the courses.

Teacher's self confidence is one of the main contributing factors to the effectiveness of teaching profession. The language proficiency can determine the self confidence of teachers. Linguagen and Ensino (2001:5) assert that "language proficiency is the bedrock of the professional confidence of non-native speaking English teachers." The impact of language proficiency on self-confidence and classroom performance of non-speaking English teachers can be summarized in general way as follows:

*A teacher's confidence in the classroom is undermined by a poor command of the English language. Poor command of the language through lack of use can affect the self esteem and professional status of the teacher and interfere with simple teaching procedures. Further more, it can keep the teacher from fulfilling the*

recently. He suggests that the problems arise from the inability of the in-service programme to adapt theories to contextual factors.

Many research findings in different countries concerning the effectiveness of the INSET programme particularly in English language conclude that the impact of INSET on English language teachers were not successful. For instance, Pacek (1996) in his study of 'post evaluation of an INSET programme for Japanese secondary school teachers of English', he found out that the communicative approach introduced in an INSET was not implemented by a number of the participants because of the difference between British and Japanese educational and cultural traditions.

Similarly in Indonesia, Lamb (1995:72) in his study entitled 'the consequences of INSET for English language teachers', confirms that "teachers attending short INSET courses are usually exposed to a great amount of new information and ideas. While this can be exciting at the time, the after effects may be less salutary." In Egypt, Bowers (1987) also finds out that the center for English language teaching was not adequate.

Generally, to implement any innovation in an in-service programme, the preparation of courses, the implementation and evaluation of a programme should be given attention. Timely assessment and evaluation are also important parts to be considered to bring a difference. Hence, one can learn a lot from the experiences of countries mentioned above to implement innovation in English as a foreign language. It seems many of the problems to implement any innovation arise from the teacher trainees' lack of competence. Therefore, INSET courses particularly in English as a foreign language should give emphasis for both linguistic and pedagogical component. The methodology should also help the adult

learners to be active participants. This can give them the chance to be reflective practitioners in their career.

## 2.5 The State of English Language in Ethiopia

English language as subject of study and medium of instruction in Ethiopia has dated to the beginning of modern education in the country. From then on wards, it has been used as a subject of study and as medium of instruction. Recently, it is used as subject of study starting from grade one and medium of instruction from grade nine (9) upwards.

Regardless of its long stay in Ethiopian schools, the present state of English language in Ethiopia is not promising enough to be used for different purposes. In line with this idea, Taye (2008) says that the state of English in Ethiopia schools is poor. Tekeste (1990) also claims that the English language competence of teachers had decreased recently. Similarly, Stoddart (1986:6) indicates the state of English in Ethiopian's school systems as:

*The English possessed by the vast majority of students at the level in the secondary school is totally inadequate for the purpose of learning other subjects through it. Students don't possess sufficient English even to understand what they hear from their teachers or read in their text books, let alone to participate actively through their own speaking and writing.*

Ahmed, Almaz and Altshul (2005) state that a communicative approach is encouraged in the teaching of English in schools; however, the language proficiency of students and teachers throughout the country is not yet at a satisfactory level. The MoE (2005:2) has also explained the present situation of English language in Ethiopia in the following manner:

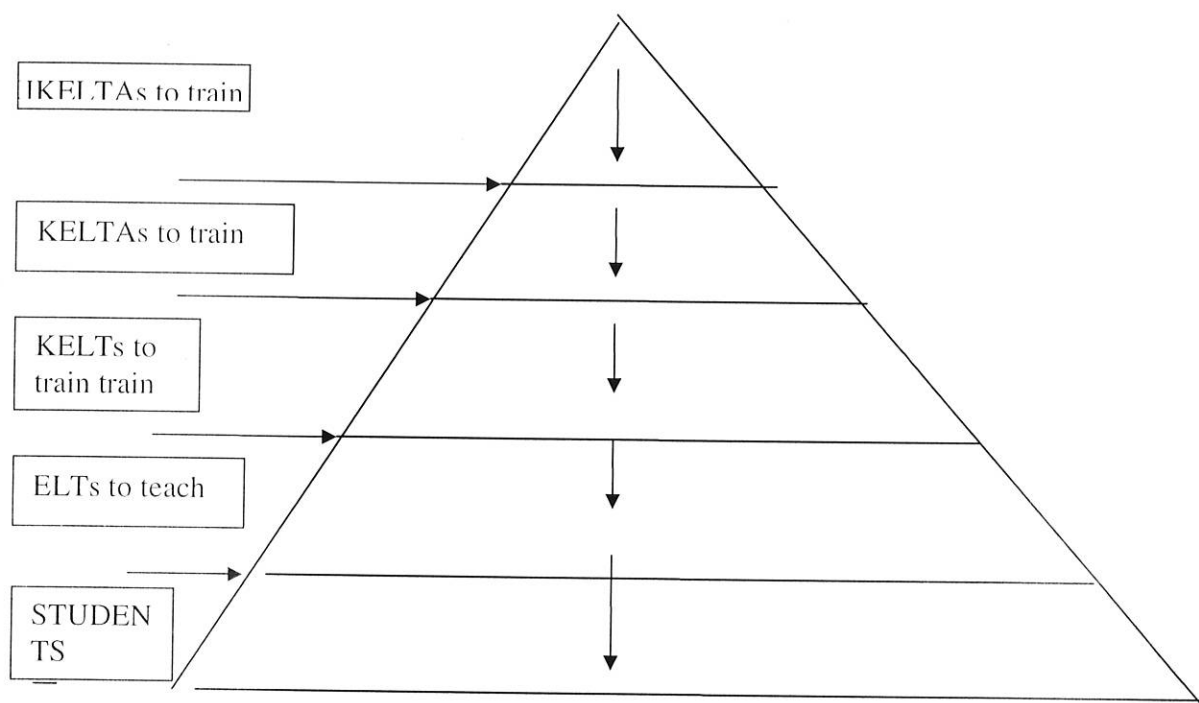
*With the New Education and Training Policy of Ethiopia, it was hoped that the standard of English would*

*improve rapidly along side with expansion of education and educational opportunity in the country. Unfortunately, this proved not to be the case. Consequently, there has been a decline of the English language proficiency level of teachers.*

Since English language is used both as subject and medium of instruction in Ethiopian schools, its proficiency is an important factor for all teachers in Ethiopia. Nevertheless, Flinck and Martinsson (2005:5) state that "During a period of time there has been a decline of the English language proficiency level of teachers; this is why it was decided by MoE to develop a programme aiming at improving the teachers' competence of using English."

To this end, according to Flinck and Martinsson (2005) the feasibility study was made in 2002 and came with recommendations which suggest the immediate establishment of a short term pilot programme. A pilot programme has started in August 2002 with the development of materials and training of staff. MoE decided to attend to the issues mentioned in the pilot evaluation report and start the ELIP after that. According to MoE (2005) ELIP training is one of a continuous professional development in order to improve quality of teaching by raising language proficiency of teachers. The ELIP started in July 2003 aiming at the same target group as the pilot, with the face-to-face period a second edition of the materials.

Ahmed, Almaz and Altshul (2005) indicate that ELIP training used the 'cascade model' to train large numbers of teachers in a short period of time. As such in the first cohort, there were 6 IKELTAs to train 56 KELTAs. These, in turn, trained 783 KELTs who trained 12,040 ELTs. The following diagram shows the cascade model of ELIP training:



Source: *An evaluative study of the attitudes of teachers who have completed 200 hours of training in the ELIP to improve their English (Ahmed, Almaz and Altshul, 2005)*

ELIP has 200 hours training programme within three consecutive phases. These are the first face-to-face, the distance phase and the second face-to-face phase. In the case of both face-to-face phases, the Reflective Communicative Approach to language training was practiced. The training typically begins with warm up activities followed by simple discussion, such as brainstorming, on a topic and then by reading and/or listening activities and lastly speaking and writing, usually in groups. Each member of the group is encouraged to participate actively in all activities and finally to reflect on what he/she has acquired. In distance phase based on specially designed booklets and cassettes, the trainees are expected to implement their first training and then they

should meet with their tutors at tutorial sessions for 30 hours (5 days, each of 6 hours ) to discuss and solve the problems they faced during their distance study and their teaching during the break (ibid).

Phases, booklets and the timing of the ELIP training programme are shown as follows:

Phase/block	Booklets revised in 2003	Time of training
The 1 <sup>st</sup> face-to-face phase	Booklet I +cassatte1	60 hrs (5hrs/day for 12 days
The distance phase	Booklet II +cassette 2	80hrs(50hrs individual practice and 30 hours face-to-face tutorial session)
The 2 <sup>nd</sup> face-to-face phase	Booklet III + cassette 3	60 hrs (5 hrs/day for 12 days)

*Source: An evaluative study of the attitudes of teachers who have completed 200 hours of training in the ELIP to improve their English (Ahmed, Almaz and Altshul, 2005).*

Some studies which have been made sofar on English Language Improvement Programme (ELIP) as an in-service training in Ethiopia explore that teachers have positive attitude towards the ELIP programme and there are some improvement in the confidence of teachers to use the English language in the classroom (Ahmed, Almaz, and Altshul, 2005). On the other hand, the survey study which was made on the impact of ELIP programme by Flinck and Martinsson (2005:51) discloses that:

*English is not to a very high degree used as medium of instruction, not even in grade 8 and upward. The impact of the programme has shown only a few signs of increase in*

*English proficiency; especially sparse are those signs in the classrooms. No quality increase was observed.*

*Here it seems that attitudes of teachers those who have participated in ELIP training are changed where as the classroom performance of teachers have not been changed as intended. This implies changing the existing practice of teachers, needs continuous support and follow up.*

## CHAPTER THREE

### RESEARCH DESIGN AND METHODOLOGY

#### 3.1 Design of the Study

The purpose of this study was to assess the impact of English Language Improvement Programme (ELIP) training on English language teachers' behaviors and classroom performance. For this purpose, the study used a qualitative case study design method. This method was used because it helps to get first hand and in-depth information from the respondents. Solomon (2004) points out that qualitative case study can present a detailed amount of phenomenon understudy. He also describes it as an intensive and a holistic method of study.

In the same way, Amare (2004) indicates that case study is one of the designs on examining a specific case. Assefa (2005) also states that case study takes few research settings and makes detail explanation around them. Concerning the importance of case study, Stake (2005) also indicates that case study can optimize understanding by pursuing scholarly research questions.

#### 3.2 Sources of Data and Sample Selection

The main sources of data for this study were second cycle primary schools English language teachers those who have participated in English Language Improvement Programme (ELIP) as an in-service training. Trainers of the ELIP training, supervisors and principals of the sample schools were also included as the sources of data for this study.

Regarding the sampling techniques in a qualitative case study, many authors advocate the purposive sampling strategy. For instance, Merriam (1988:48) suggests that purposive sampling strategy as the most

appropriate strategy in qualitative case study. She further describes as “Purposive sampling is based on the assumption that one wants to discover, understand, gain insight; therefore one needs to select a sample from which one can learn the most.”

Consequently, for the purpose of this study six English language teachers of second cycle primary schools who participated in ELIP training were selected purposefully from two schools i.e. three teachers from Abune Phetiros and three teachers from Kidus Gabriel primary schools. The researcher also selected two sample trainers purposively hoping that it was possible to get valid and reliable information from them. This is because the sample trainers are staff members with the researcher and they have good background in English language. This means that they both have M.A (Masters of Arts) in their field of study. Two supervisors those who had worked as principals of the schools previously and two principals of the sample schools who had taken ELIP training were also selected purposively.

### 3.3. Selection of the Research Setting

I conducted this study in Kidus Gabriel and Abune Phetiros second cycle primary schools. These schools are found in Mettu town, the capital of Ilubabor Administrative Zone. Ilubabor Zone is one of the Zones of Oromia Region. Mettu town is located in the Western part of the country with the distance of 600 kilometers from the capital of Ethiopia, Addis Ababa. The town was established in 1903E.C It has a moderate (weina dega) climate condition and it is well known area in the coffee production in the country. It has three kebeles.

There are three Governmental Colleges in the town namely, Mettu Teachers' College, Mettu Technical and Vocational Training College and

Mettu Nursing College. There are also two Private Colleges in this town: Horizen Medical College and New Generation University College.

It has two secondary schools (Mettu Secondary and Preparatory School and Abdii Borii Secondary School). There are five primary schools in Mettu town. Out of these primary schools, four of the schools are governmental schools (Bubbu, 04, Abune phetiros, and Kidus Gebriel) and only one school, Beteseb school, is private school.

Kidus Gebriel primary school is located at about 1.5 kilometers away from the center of Mettu town in the South West direction. It was established in 1934E.C. The school has started by one (1) male teacher and twenty seven (27) students (nineteen males and eight females). At present time it has seventy five (75) teachers (forty males and thirty five females) and one thousand nine hundred eighty (1980) students. It has nine buildings out of which five of them were built newly by the Non-Governmental Organization called Menschen Fiir Menschen.

Abune Phetiros primary school is also another school found in Mettu town which was established in 1967E.C. It started by eleven (11) teachers (three females and eight males) and five hundred thirty three (533) students. Out of these students one hundred eighty seven (187) females and three hundred forty six (346) males. Now it has around thirty seven (37) teachers and nine hundred forty two students. It is located about two kilometers away from the center in Northern direction.

### 3.4. Rationale of Selecting the Research Setting

I have been taught for six years in Mettu Teachers' College as Professional Studies teacher. When I was in this college, I was a practicum coordinator for two years (1996 E.C and 1997 E.C). This condition helped me to visit different primary schools in Mettu town.

During that time our institute was also conducting different orientation workshops about practicum with the near by primary school teachers and school administrators.

These all conditions helped me in advance to have acquaintance with school teachers and school administrators especially with Kidus Gebriel and Abune Phetiros primary schools.

Thus, I was interested to undertake my study in these schools hoping that I could get valid information from the research participants. This is because the study in qualitative case study needs good rapport between the researcher and the research participants (Merriam, 1988).

### 3.5. Access to the Participants

After I prepared the research proposal for this study, I went to the target schools, Kidus Gebriel and Abune Phetiros primary schools, with letter of co-operation from AAU, Department of Curriculum and Teachers' Professional Development Studies. The researcher first contacted principals of the sample schools to get permission to conduct this study in these schools. After I got permission from both schools, I introduced myself to the members of English language department particularly, those who participated in ELIP training. I selected three teachers from each sample schools based on their interest to participate in the study after I discussed with each teachers. I also contacted with two principals, two supervisors and two trainers to get their permission to participate in my study.

After selection of informants was over, I contacted each informant personally and discussed with them the purposes of my study and their permission to give me valid information. I also informed them those ethical considerations that I can follow concerning their privacy. After I

discussed with each participants, we adjusted the appropriate time for classroom observation, interview and focus group discussion.

### 3.6. Data Gathering Instruments

Selecting appropriate means of data gathering instrument is very important to get reliable and valid information from the respondents. In a qualitative research method there is no one and final superior instrument that is used to gather information rather than varieties of instruments are advisable to be used (Solomon, 2004). Thus, in this study, classroom observation, interview and focus group discussion were used as instruments of data collection.

#### 3.6.1. Interview

Interview was found to be appropriate method in order to get detailed information from the informants about the effects of the ELIP training on teachers' behaviors and classroom performance. Best and Kahn (1989:201) state that "with a skillful interviewer the interview is often superior to other data gathering devices because people are usually more willing to talk than to write." Similarly, Merriam (1988) states that in qualitative case studies, interviewing is a major source of data needed for understanding the phenomena under study. Other scholars also point out that:

*We live in an interview society in a society whose members seem to believe that interviews generate useful information about lived experience and its meanings. The interview has become a taken-for granted feature of our mediated mass culture (Denzin and Lincoln, 2005:642)*

Hence, for the purpose of this study semi structured interview guides were used in order to generate information with regard to specific objectives of the ELIP training. The interview guides were prepared by the researcher to direct the discussion and conduct interview. The interview questions for teachers and trainers were prepared in English language

*A small number of individuals, brought together as a discussion or resource group, are more valuable many times over than any representative sample. Such a group, discussing collectively their sphere of life and probing in to it as they meet one another's disagreements, will do more to lift the veils covering the sphere of life than any other device that I know of.*

Supporting this idea, Pollock (1995) as cited in Flick (2002:114) prefers group discussion because “studying attitudes, opinions and practices of human beings in artificial isolation from the contexts in which they occur should be avoided.” This is because as the number of individuals for discussion increase, there will be possibility of getting varied experiences which give strengths for the discussion. In this study, the focus group discussion was held twice among teacher participants. Afan Oromo language was used for discussion based on the consensus reached by majority of the participants.

### 3.7. Data Gathering Procedures

This study used three types of data gathering instruments namely interview, classroom observation and focus group discussion. First, classroom observation was conducted based on what was generally going on in the classroom. I recorded what was going on in the classroom using note book. Out of six teachers, only five of them were observed while they taught. Each section has been observed two times periods in different days. After the classroom observation was over, interview with teacher participants was followed. Finally, focus group discussion was conducted among teacher participants.

The interviews with principals, supervisors and trainers were also held based on the programme adjusted with the agreement of the participants. In both interview and focus group discussion tape recorder was used with the consent of individual and group informants in order to minimize lose of information during the discussion process. Data gathered through interview from principals and supervisors and focus group discussion information obtained from teachers were transcribed and translated to English language by the researcher. Similarly, interview data gained from teachers and trainers were transcribed by the researcher.

To keep the promise of privacy and security of the respondents, pseudo names were used throughout the discussion in the next chapter.

### 3.8. Validity and Reliability

The issues of validity and reliability are the concerns of all researchers in all types of research. Validity refers to 'to what extent the finding of the research is trustful and reliability refers to 'the extent to which one's findings can be replicated. Regarding validity and reliability of qualitative case study, Merriam (1988:170) elaborates as follows:

*Unlike experimental designs where validity and reliability are accounted for before the investigation, rigor in qualitative case study derives from the researcher's presence, the nature of interaction between the researchers and participants, the triangulation of data, the interpretations of perceptions and rich, thick description*

**Triangulation:** is using multiple perceptions to clarify meanings, verifying the repeatability of an observation and interpretation (Denzin and Lincoln, 2005). Merriam (1988) also indicates the use of triangulation as it combines dissimilar methods in which one method compensate the weakness of other methods. To this end, I used three types of data

gathering instruments such as classroom observation, interview and focus group discussion. In addition to this the researcher created good rapport with the participants in order to get valid information.

### 3.9. Ethics

The other important point that the qualitative researcher must give attention to get valid and reliable information is considerations of ethics. Best and Kahn (1993) suggest that ethics refers to any set of rules or guide lines or human discretion on the part of the researcher that directs the appropriate treatment of persons participated in the research.

The notion of voluntary informed consent is unquestionably at the heart of research ethics (McNamee and Bridges, 2002). There are areas of ethical and moral concerns that must be addressed in any qualitative research proposal namely: assessing harms and benefits (the well being of research participants), informed consent (ensuring that people understand what it means to participate in the study), privacy and confidentiality (protecting participants' identities and the data (Papps, 2005). Christians (2005:443) more elaborate privacy and confidentiality as follows:

*Codes of ethics insist on safeguards to protect people's identities and those of research locations. Confidentiality must be assured as the primary safeguard against unwanted exposure. All personal data ought to be secured or concealed and made public only behind a shield of anonymity.*

Thus, based on these above basic principles proposed by different authors, I formulated a set of ethical and moral principles and procedures for my research and discussed on them with the participants before data collection.

however, the environment in which they live in now does not encourage them to communicate.

Here, it seems teacher respondents expect somebody to facilitate their language practices. Honestly speaking, creating favorable condition to teachers to implement the innovation is one of the key points to be considered. Furthermore, there should be change with regard to teachers' beliefs and attitude, which play determinant role in applying the innovation. "Practice is based on the beliefs individuals possess" (Steinberg and Kincheloe, 1998:17). In the same way, Pacek (1996) indicates that effective innovation requires a change in attitudes and beliefs of teachers. Thus, both the internal and external factors ought to be conceived in practicing the innovation.

Yasin and Lomitu other teacher participants on their part gave vague responses to similar interview question. For instance, Yasin states that "When I read different materials, and improve my teaching methods and improve knowledge and in this case it helps me to improve my self."

And similarly, Lomitu also expresses that

"No much, but I have improved 75% in writing skill and speaking skill."

It seems that both these two informants have problem of understanding questions of the interview. They also lack the skill to express their own ideas in using the target language fluently and accurately. In my classroom observations, I found the same problem in both the informants. There were communication barriers between teacher and students in both cases.

Sometimes the informants had appropriated an idea from the course in order to justify a change in their teaching. For instance, in the ELIP training material, it was suggested that it was quite valid to use the

mother tongue in English language lesson. Lomitu explains in her interview that one of the major changes in her teaching since the ELIP training was that she did not ask her students in English any more but allows them to ask and answer in Afan Oromo.

According to Lomitu the use of mother tongue in teaching English language improves the relationship between teacher and students by avoiding the communication barriers, which occur due to the English language. The classroom observation also confirmed that in most cases, Lomitu used the mother tongue language throughout the lesson. She encouraged her students to ask and answer questions using the language they know more.

In fact, the use of mother tongue (L1) in teaching English language (L2) is a controversial issue among educators. On the one hand, some educators argued that 'Never use the first language in the L2 classroom' Supporting this, Taffese (1988:10) for example, explains that "...the translation in to the mother tongue, as a method of teaching, is disadvantageous, particularly in the early school years." Hilton (1974) on his part also objects the use of mother tongue in teaching English as foreign/second language because as he said mother tongue does nothing to advance the study of the English language.

On the other hand, others advocate using L1 in the L2 classroom. For instance, MoE (2005:55) claims that "using mother tongue in English language teaching is useful. It is good to use mother tongue dominantly in L2 classroom especially if the learners are just starting to learn English." Jang (2002:45) in his study entitled 'using L1 in the English classroom' also concludes that "Limited and judicious use of the mother tongue in English classroom does not reduce students' exposure to English but rather can assist in the teaching and learning."

In my view, mother tongue language can have a role in teaching English language as a second/foreign language. It is helpful when explaining a common error, or when giving instructions on doing an activity that is slightly complicated to organize for example, some group problem solving activities. However, using dominantly the mother tongue leads to refusal and confusion on the side of students.

One of the trainer participants, Mohammed describes the effects of ELIP training on teachers language skills as

“At the beginning most of the teachers were never say a word, but after sometimes they start speaking and expressing themselves. At the end of the training they started to write a page and can express their life experience by speaking and writing.”(April 6, 2009)

Generally speaking, in the discussion with the participants, almost all respondents explained that speaking skill of teachers is more improved than other skills in ELIP training. This may be due to the nature of speaking skill i.e. it is easy to evaluate speaking skill than other language skills. However, it should be noted that all the four skills of the target language were given attention by the ELIP training programme. Thus, teachers should be given chance to participate and develop the four skills of the language to be effective in their classroom performance.

#### 4.1.2 Increase confidence in using *English in the spare time and while teaching*

Almost all teacher respondents reported that their self confidence has increased in both their spare time and during teaching since ELIP training. They also admitted that the nature of practice and the advice they have got from their trainers had helped them more to develop their

confidence. In such away, Aman, one of the teacher participants notes that:

*In the previous time, I afraid to talk in English with others, but now I do not bother for grammar rule in speaking. I use the language just for communication purpose. If someone understands me what I am saying, I do not bother for grammar rule. So, ELIP training improved my self-confidence and I encourage my students to do so in the same way. I advise my students not to bother in grammar rule while speaking. My students understand me and try to communicate with each other and with me with confidence (March 20, 2009).*

This shows that the ELIP training has developed Aman's self-confidence. This in turn has made him to use the target language for communication purpose. He also encourages his students to use the language. In fact, encouraging students to use the English language for communication purpose is expected of all teachers to bring change in students' behavior because English language is becoming an international language. It, therefore, can affect the life of students in the future.

Nevertheless, the idea of Aman seems that it belittles the value of grammar use in developing language skills. I believe that grammar should not be more emphasized in using the target language for communicative purpose, but it should not be forgotten by teachers. This is because if the grammar part of the target language is refused, the message of the communication will be in danger. Hence, there should be error correction mechanism in relation to grammar part which may not hinder the participation of the students. With this regard, Brumifit (1986) explains error to be the normal part of language learning and suggests slight error correction mechanism.

Bekele, one of the teacher participants on his part with regard to the increase in his self-confidence as a result of ELIP training confirms that:

“The skills and knowledge I have got in ELIP training helped me a lot to teach English in primary second cycle proudly. I have got how English teachers can help their students to learn the English subject.”

In my informal observation, I realized that Bekele has good feeling in giving me information and developed a sense of self-confidence. He spoke English language without fear.

On the contrary to the above ideas, the responses of Yasin and Lomitu were unclear and have some sort of equivocal interpretation. They did not respond to the interview questions correctly. Yasin, for instance, says that

“In some context it may be. I will improve some points but in school we do not practice speaking in English language. I speak English language only in the classroom with the students.” (March 23, 2009).

Here, the idea is completely different from the concept of the interview question. This means the interview question is about the self-confidence as the result of ELIP training where as the response of Yasin was about the language skill particularly speaking skill. Therefore, it can be concluded that Yasin has a problem of understanding the interview question.

Similarly, Lomitu, one of the teacher respondents reported as

“...not this much, but I have got something from the ELIP training. I improved my English to discuss to my students, to improve their speaking skill.”(March 18, 2009)

The idea of Lomitu contradict to each other i.e. on the one hand she says “...not this much...”, but on the other hand she says “I improved my English...”

In my discussion and observation Yasin and Lomitu did not show feeling of confidence in using the target language i.e. their speaking skill hampered their ideas and sometime what they want to say was not what

they said. Reflecting this point, Doff (1987) claims that a teacher's confidence in the classroom is undermined by a poor command of the English language. It seems to me that the ELIP training did not bring change on their self-confidence.

#### 4.1.3 Improvement in Communication Skills

All teacher respondents explained that their communication skill was improved after they participated in ELIP training. They confirmed that they can communicate easily at present time. One teacher respondent (Bekele), for instance, describes the condition in the following manner. He says:

"ELIP training provides teachers with rich experience of English use. It also helps one to use appropriate English to use in meaningful communication. So, my communication skill is better than the previous."

Lammi also notes that

"Before the ELIP training my communication skill was not this much because at college I did not practice the target language. However, after the ELIP training I have developed the potential to communicate with others without problem. I can communicate with everybody even foreigners."

Both the informants, Lammi and Bekele, try to compare their communication skill before and after the ELIP training and approved that there is a change in their communication skills after the ELIP training. The idea of Yasin also confirms this reality by saying

"Relatively, I have improved my communication skill than before. Now, I can communicate without fear in my classroom."

colleagues in English and the lack of support from principals and others. It seems that the respondents did not want to start something themselves but wanted others to create opportunities for them.

#### 4.1.4 Changes in Teaching Methods

There is a paradigm shift of teaching approach now days. The traditional teacher-centered has given way to the modern approach of teaching, the learner-centered methods of teaching. One of the main intentions of the ELIP training was to make teachers, especially English language teachers to utilize the learner-centered methods of teaching. In learner-centered methods of teaching, the students are no more passive listeners instead they are encouraged by their teachers to participate actively. Teachers become the facilitators of teaching learning process.

Based on this objective of ELIP training, participants (teachers, directors, supervisors and trainers) were interviewed an in-depth interview question which shows to what extent the ELIP training has changed teachers way of teaching (methods of teaching) in English language lesson. With regard to this view, Lammi, one of the teacher participants reported as:

*After ELIP training, I have changed my teaching methodology. For example, before the ELIP training I faced many problems i.e. I did not make students to discuss in pairs and groups. I simply gave them activities and I used formal explanation or lecture method. But, after ELIP training, I have started to use different methodologies such as demonstration, I make my students to act out or practice by themselves. The students can make the dialogue /conversation by themselves. Now, I am using sometime formal lecture and after that I make them using their group to discuss. I give individual work, pair work and group work. I can use three or four methods in a period after I have taken ELIP training (March 10, 2009).*

One of the supervisors, Taye, also describes the issue as follows:

*After ELIP training there is relatively a change in methodology of teachers. Teachers encourage their students to discuss together. There is an improvement in this case. When I went for supervision, I got the chance of observing English language teacher making his students to do drama in English in Bubbuu primary school. This is as I think one of the improvements of ELIP training and it should be encouraged (April 10, 2009).*

Here, it is possible to understand that ELIP training has brought change on teachers' methods of teaching in English language lesson. Lammi asserted that he is using learner-centered methods of teaching like discussion, individual work, pair work and group work. My classroom observation witnessed that there were some trails to make students to discuss in pairs as well as in groups; however, there was no good responses from the students' side. Due to this the teacher was forced to use question and answer methods of teaching.

Most of the time the students asked their teacher to translate the meaning of words from English language to their mother tongue, Afan Oromo. Therefore, unless there is a change of behaviors from the side of students, it is difficult to say the methods of the teacher have been changed. This implies that the impact of the change in behaviors of the teacher should be seen on the students' behaviors to say the training is effective.

Aman, another teacher participant also claims that his methods of teaching have changed as a result of ELIP training. His excerpt is described as:

*I improved my way of teaching the English language. Before the ELIP training, I used to lecture or dictate my students and I wasted much of the time in explaining to the students. But, after I took the ELIP training, I speak for a short period of time and activate students to communicate in English with their class mate. Group work and pair work are the main activities I am using now in my teaching. So, the ELIP training has improve my way of teaching.*

Here, Aman assures that the ELIP training has changed his way of teaching from teacher-centered to learner-centered methods of teaching. He considers teacher-centered methods of teaching as wasting of time for nothing. He confirms that he activates his students to communicate by using pair work and group work after ELIP training.

My Classroom observation showed that the class was not organized in such a way that it facilitates the learner-centered methods of teaching. The reality in the classroom was completely different from what was said by the teacher. In our informal discussion, Aman explains the problem associated with students as

“Still the students are not active enough to participate in the English lesson.” He continues by saying that “They afraid to speak using the target language.”

In this case, there is no coherence between what Aman responded and the classroom situation. Hence, it is possible to realize that Aman may gain knowledge and skills from ELIP training, but this impact did not transfer to the students. This may be as Lamb (1995) says due to the confusion and frustration teachers would have suffered in trying to implement the new ideas because of existing factors in the school environment.

Supporting the above ideas another teacher participant, Bekele describes as:

*language. This has already enhanced the students' participation in the classroom (March 18, 2009).*

Here Lomitu considers learner-centered methods of teaching only as discussion method. That is, according to Lomitu, to mean group work. However, learner-centered methods of teaching in English language as indicated in ELIP materials are many such as individual work, drama, project work, conversation, pair work, games and etc.

My classroom observation showed that Lomitu has tried to implement the group work in the class by grouping the whole class in to four groups. Although she encouraged the members of the groups to discuss together, it seems that the students have no interest and ability to do the activities. Only one or two students from each groups reported to the teacher without discussion based on their own personal efforts. The other students were talking informally using their mother tongue. Thus, group work was not implemented as intended in the ELIP training.

On the contrary to the majority responses of informants, Getinet one of the supervisors participant disclosed that

"... In fact, the ELIP training gave good knowledge and skills to the teachers, however, the application of learner-centered methods in the classroom were not observed."(April 10, 2009)

In general speaking, on the one hand, almost all teacher participants claim that their methods of teaching have been changed from teacher-centered to learner-centered as a result of the ELIP training. They also confirmed that they are using the learner-centered methods of teaching in their classroom lessons at present time. On the other hand, the classroom observation results showed that most teacher participants have used dominantly lecture, question and answer and note writing.

The questions raised to the students in most cases were supposed students to memorize the facts.

Learner-centered methods, which encourage students to participate, were rarely observed. In almost all classroom observations students were seen as passive listeners in the teaching learning process. The answers to the questions raised by the teachers were also dominated by few students. Some research findings are evidence for this. For instance, Yemane (2007:56) confirms that "majority of the teachers have good perceptions about communicative language teaching, however, most of them were not seen using communicative language teaching techniques." Mengistu (2007:63) on his part also found out that "The magnitude of practicing of active learning methods in English language classes was very low."

#### 4.2. The Provision of Support and Follow up

The provision of support and follow up are the crucial components of any innovation to be effective in its implementation. Reflecting this view, Guskey (1988) claims that teachers who have participated in an in-service training should be provided with continuous support and follow up. All teacher participants reported that the support and follow up given to them are not satisfactorily. The responses of one of the teacher participants, Aman, is read as "The supervisors, the principals and department heads have no confidence to give us support in English language. I did not get any support from any one except my colleagues."

Lammi on his part said that

"The support I have got from the supervisors and the school administrators is not enough."

Supporting this view, Yasin, a teacher participant disclosed that

"I have got some support from the school administrators, but the supervisors only come to find mistakes. The supervisors do not give us additional support."

The idea of Getinet, one of the supervisors also confirms these teachers' views. He said that

"...even the support and follow up given to teachers are not satisfactorily."

On the other hand, Taye, the other supervisor explains that

"The support and follow up we made basically depends on the evaluation of plans (lesson and annual). In addition, we observe the classroom and give necessary correction and advice to teachers."

Similarly, Tammirat, one of the principal informants said that

"Our school tries its best to support and follow up teachers' performance to see the desired results; however, some teachers have no interest and ability to implement the innovation particularly ELIP training." (March 31, 2009).

Generally, it seems there is a gap between innovation advocators and implementers that demands regular discussions among all educational concerned bodies to bridge the existing gap.

## CHAPTER FIVE

### Summary, Conclusion and Implication for practices

#### 5.1 Summary

The main purpose of the study was to investigate the effects of ELIP training on teachers' behaviors and classroom performance. The subjects of the study were six English language teachers of second cycle primary schools, two primary schools' principals, two ELIP trainers and two supervisors at woreda level.

The study employed in-depth interview, focus group discussion and classroom observation as means of data gathering instruments. The in-depth interview was held with all participants of the study. Focus group discussion and classroom observation were used to gather additional data from teacher participants. The gathered data were categorized and organized to five themes. Based on these themes, the data were thematically analyzed to get the findings.

The findings of the study can be summarized as follows:

1. All the research participants believed that the ELIP training had improved teachers' English language proficiency especially the speaking skill.
2. The confidence of teachers in using English while teaching was found to be increased. However, teachers' confidence in using English in their spare time was proved to be unchanged. This was why most teacher participants agreed the language for focus group discussion to be Afan Oromo.

3. The improvement of teachers' communication skill was not observed. There were few signs of the teachers using English among themselves or in their spare time.
4. Almost all of the teacher participants were unable to implement the communicative language teaching in their actual classroom situation adequately. In all observed classrooms, teacher-centered method of teaching i.e. lecture was dominantly used.
5. There were no continuous follow up of teachers performance with regard to the implementation of the ELIP training.
6. The support provided to teachers by the stakeholders for the application of ELIP training in the actual situation was found to be unsatisfactory.

## 5.2. Conclusions

From the findings of the study, it is possible to infer that, the ELIP training which was intended to improve the quality of education through increasing teachers' English language competence and changing their methods of teaching was proved to have some disappointing signs. Although a large majority of teachers have been found to recognize the utmost importance of the ELIP training in contributing to develop the competence of English language, they did not adequately apply what they have got in the training.

This means that teachers have acquired the necessary knowledge and attitude from the ELIP training, nevertheless, they were not observed in applying what they have gained.

Generally speaking, things look fairly good just now when we are looking at the knowledge and attitude sides of the results of the study, but looking at the practical side, the level of the impact the results are a bit

different. This shows that the objectives of the ELIP training were not achieved properly. This may be emanated from various impediments such as teachers experience, lack of support, lack of follow up etc.

### 5.3. Implication for Practices

The findings of this study are believed to have some implications for practice. The implications may indicate areas of intervention to improve the effectiveness of an INSET particularly in English language. In this study, to enhance the effectiveness of an INSET, the following major implications are addressed.

One of uttermost important implication related to the findings of this study is the need to give continuous support to teachers. Teachers are considered as backbone of educational systems since they are the sole implementers of the educational innovations. Thus, teachers need to get moral, material and technical support from all concerned bodies if desirable change is expected from the innovations. For instance, to improve the communication skill of teachers, the school administrators should widen the opportunities to communicate in English such as establishing an English club, a debating club, an English day etc. In doing so, creating a sense of humor and moral encouragement among teachers will result in fruitful seed.

A second implication associated with the findings of this research is that following up the activities whether or not they are implemented as intended. That means giving support by itself is not sufficient to be effective in an innovation and there should be system of follow up. In this case the factors which influence the effectiveness of an innovation should be identified and treated in such a way that it solves the problems.

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## Appendices -A

### Research Ethical Principles

Thank you for accepting to participate in my research entitled "The Effectiveness of English Language Improvement Programme on Teachers' Behaviors and Classroom Performance." I undertake this research for the purpose of M.A. qualification at AAU, department of Curriculum and Teachers' Professional Development Studies, with your cooperation. Your information will be kept secured with confidentiality and your personal identity kept anonymous. Fictitious names will be used. There are no risks and discomfort associated with this study.

The following are my ethical principles and procedures. I will discuss these principles with you in a pursuit of an agreed up on and amended framework.

- Do not hesitate to ask any questions about the study either before participating or during the time you are participating.
- Participation in research is voluntary.
- You have the right to withdraw from the research at any time.
- Your information will be treated as belonging to you and it can be used only with your permission.
- I will seek your permission to use tape records.
- Protecting the identity of interviewees.

Thank you

Belete Damtew, the researcher

## Appendix -B

### Interview Guides for Teachers

1. What are the purposes and objectives of ELIP training?
2. How do you see the improvement of your English language proficiency as a result of ELIP training?
3. What kinds of improvement do you get in your confidence in using English language as a result of ELIP training?
4. Do you think that ELIP training encourages your communicative skills? If yes, how?
5. How do you evaluate your way of teaching English language before and after ELIP training?
6. What types of support and follow up do you get in teaching English language?

## Appendix-C

### Focus Group Discussion Guides for Teachers

1. How do you see the ELIP training?
2. Do you think that ELIP training has brought any change on your English language proficiency and classroom performance? If yes, what types of change?
3. How do you comment on your self confidence and communication skills as a result of the ELIP training?
4. Are there any changes on your methodology after you took ELIP training? What types of change? If yes, what types of changes?
5. How do you see the support and follow up given to you in teaching English language?

## Appendix-D

### Interview Guides for Trainers

1. How do you see the ELIP training?
2. Do you think that the objectives of ELIP training have achieved? If yes, how?
3. Do you have any means of follow up to teacher trainees who had participated in ELIP training?
4. Do you get feedback about teacher trainees' performance after ELIP training?
5. What would you suggest to ELIP training?

## Appendix-E

### Interview Guides for Principals

1. Would you tell me the general background of your school? For instance, its year of establishment, No of students, No of teachers, class size and so on.
2. How do you evaluate English language teachers' language proficiency after they took ELIP training?
3. Did you observe any change on English language teachers' methods of teaching after they had taken the ELIP training? If yes, what types of changes?
4. Are there any activities performed in your school to improve English language skills?
5. What types of follow up and support do you give to English language teachers to implement students centered method in English language lesson?

## Appendix-F

### Interview Guides for Supervisors

1. Did you observe any change on English language teachers classroom performance as a result of ELIP training? If yes, what types of changes?
2. How do you see the effect of ELIP training on English language teachers?
3. What types of follow up and support do you give to English language teachers to improve their English language proficiency and to implement student-centered method of teaching?

## Appendix G

### Unstructured Observation Guides

1. Classroom organization and management
2. Methods of teaching in:
  - ❖ listening lesson
  - ❖ speaking lesson
  - ❖ reading lesson
  - ❖ writing lesson
  - ❖ grammar lesson
  - ❖ vocabulary lesson
3. Activities given to students
4. Way of giving feedback
5. Classroom interaction
  - ❖ between student-student
  - ❖ between students teacher
6. Means of encouragement given to students
  - ❖ praise