

**ADDIS ABABA UNIVERSITY
SCHOOL OF GRADUATE STUDIES
DEPARTMENT OF FOREIGN LANGUAGES
AND LITERATURE**

CLINICAL SUPERVISION: AN EXPLORATION OF ITS ROLE ON IN-SERVICE ENGLISH AS A FOREIGN LANGUAGE (EFL) TEACHERS' PROFESSIONAL DEVELOPMENT

**By
Hailu Wubshet**

A Dissertation Submitted to: The Department of Foreign Languages and Literature in Partial Fulfillment of the Requirements for the Award of the Degree of Doctor of Philosophy in Teaching English as a Foreign Language (TEFL)

June, 2013

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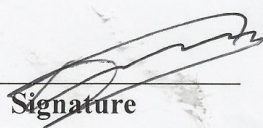
June 2013

**ADDIS ABABA UNIVERSITY
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This is to certify that the thesis prepared by **Hailu Wubshet Degefu**, entitled: *Clinical Supervision: An Exploration of its Role on In-service English as a Foreign Language (EFL) Teachers' Professional Development* and submitted in fulfillment of the requirements for the Degree of Doctor of Philosophy in TEFL (Teaching English as a Foreign Language) complies with the regulations of the University and meets the accepted standards with respect to originality and quality.

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ABSTRACT

In today's competitive world, the importance of English Language is unquestionable. So, the responsibility of English Language teachers is quite prominent in availing the new generation for this competition. Therefore, designing an on-going professional development schemes for practicing English Language teachers is necessary.

In this respect, the current study intended to explore the role of clinical supervision processes on in-service EFL teachers' on-going professional development. The research design was qualitative case study. Classroom practices as well as conceptions on classroom observation and professional development of groups of grade 9 English language teachers and school administrators were explored (i.e. six English teachers and four school administrators). Structured interview, classroom observations, and participants' program evaluation were used as research instruments. Accordingly, audio recorder was used to collect interview data while video recorder and field notes were used in collecting classroom observation data.

Although the interview questions were initially prepared in English, it was conducted in Amharic (the participants' lingua franca) to help participants speak freely without bothering about their language. Then, it was translated into English during the transcription. The transcribed data were coded and organized using the computer software program called open-code 3.6. Similarly, four successive classroom observations were conducted for each participant teacher. These classroom observations were carefully described and interpreted. Participants' project evaluation was also conducted to understand their feelings and comments on the clinical supervision intervention they passed through. Then, the data obtained from their evaluation was described and interpreted.

Drawing largely on data from observation and interviews, the results showed that clinical supervision intervention can help the improvement of in-service EFL teachers' lesson presentation/methodological skills and classroom management skills. In addition to these, the results of the study depicted that the participant teachers' language learning experience has some influences on their language teaching practices. Some teachers tend to teach in the way they were taught. So, clinical supervision intervention can help teachers unlearn what they unwontedly learned from their previous teachers (their presentation as well as classroom

management). The research also showed that participant teachers and school administrators held different conceptions on classroom observation and almost similar conceptions on in-service EFL teachers' professional development. The participant teachers understand classroom observation as a means of professional development where as school administrators understand it as an instrument for teachers' performance evaluation. Both parties understand professional development programs as short-term trainings and workshops.

From the result of the study, we can deduce that Egan's (1994) helping cycle model, which was taken as the model of the study, was effective for using clinical supervision intervention as a scheme of in-service EFL teachers' professional development. During pre-observation conferences, observers attended and listened to the teacher on what s/he intended to do. During observation, classroom observers related observed behaviors to what the observed teacher had set out to do. They listened attentively to the teacher's reflection on the observed lesson, guided the teacher to the new ways of lesson presentation and classroom management, and helped the teacher to plan on the next lesson during the post-observation conferences. Furthermore, the model helped the participant teachers feel free to reflect on their actions and develop positive attitude towards classroom observation. It also helped them unlearn their unwanted language learning experiences, and learn the new ones because helping, according to the research model, is an educative process. As helping is a cognitive behavioral process, clinical supervision help participant teachers to change the way they act through a new understanding of what they are doing. Similarly, since helping is a collaborative process, the aim of clinical supervision fosters collaboration between the clinical supervisor and the teacher.

Based on the study, clinical supervision intervention would work best in the Ethiopian context if the clinical supervisor (experienced English teacher) is given further training in clinical supervision processes. This study suggested that schools and /or English departments can consider clinical supervision as in-service EFL teachers' professional development scheme.

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LIST OF ABBREVIATIONS

B.A:	Bachelor of Arts
B.Ed.:	Bachelor of Education
B. Sc:	Bachelor of Science
CLT:	Communicative Language Teaching
CLO:	Classroom observation
CPD:	Continuous Professional Development
CS:	Clinical Supervision
DFLL:	Department of Foreign Languages and Literature
ELIP:	English Language Improvement Program
EGSECE:	Ethiopian General Secondary Education Certificate Examination
ERTA:	Ethiopian Radio and Television Agency
ERGESE:	Evaluative Research of the General Education System in Ethiopia
ETEP:	Ethiopian Training and Education Policy
ETP:	Education and Training Policy
ETQAA:	Education and Training Quality Assurance Agency
HERQA:	Higher Education Research and Quality Assurance Agency
HESC:	Higher Education Strategy Center
IDR:	Institute of Development Research
MoE:	Ministry of Education
NAE:	National Agency for Examination
NGO:	Non Governmental Organization
PGDT:	Post Graduate Diploma of Teaching
POM:	Post observation meeting
PSTEP:	Pre-service Teacher Education Program
QETEE:	Quality and Effectiveness of Teacher Education in Ethiopia
REB:	Regional Education Bureau
SPSS:	Statistics Package for Social Sciences
SNNPR:	Southern Nation, Nationalities and People Region
TDP:	Teacher Development Program

TEI: Teacher Education Institute

TTI: Teacher Training Institute

TESO: Teacher Education System overhaul

TESOL: Teaching English to Speakers of Other Languages

UCAA: University College of Addis Ababa

UEE: University Entrance Examination

CHAPTER ONE

INTRODUCTION

1.1 Background of the study

This study has been undertaken to examine the role of school-based in-service EFL teachers' clinical supervision in promoting effective teaching. English is the most widely taught language all over the world. It is the language of international diplomacy, trade, science, communication, etc. Because of its position in globalization, it has a tremendous influence on the political, economic, and socio-cultural developments of a nation. As Hui (2001:4) mentioned, "It is English that bridges between different cultures in the world." Due to these facts, currently people all over the world have a growing interest towards learning English. Therefore, schools are expected to incorporate the teaching of English language in their curriculum and provide quality services that satisfy their students' growing needs. Assefa, (2007:1), emphasizing the English teaching program comments:

Any teaching program should focus on the demands of the times and growing needs of the learners... the ever increasing demand for English all over the world has led to new paths of thought, action and development in the teaching of English. In the wake of the changed aims and objectives of teaching and learning English, new approaches to English Language Teaching (ELT) have replaced traditional ones. Yet the old order has not completely changed to yield place to the new. The reason for this is that the new approaches are still under active experimentation and investigation in Ethiopia.

This study, thus, is considered as one of the investigations for the approaches that strive to improve the English Language Teaching (ELT) profession. The study looks into in-service professional development of the practicing English teachers, particularly classroom observation.

1.1.1 The Research Setting: An Overview of Education in Ethiopia

Ethiopia is one of the ancient African states located in east Africa with the estimated population of 80 million. Ethiopia is the second largest country in Africa next to Nigeria (Education Statistics Annual Abstract, 2008; as cited in VSO Ethiopia, 2009). Around 85 percent of its population is living in rural areas and largely depending on traditional agriculture. In the beginning of the twentieth century, foreigners mainly initiated the introduction of modern

education in the country. In fact, there were traditional education in Ethiopian Orthodox Church and Islamic mosques.

Following the establishment of the first government school in Addis Ababa in 1908, several public and missionary schools were opened in different parts of the country (McNab, 1989 as cited in Abebe, 1997). Producing individuals that can run government duties such as statecraft, diplomacy, commerce and education became a challenge for those schools since they had no organized and extended depth of curricular elements. Even the schools were staffed entirely by teachers from different countries. Thus, Addis Ababa University (AAU), the then, University College of Addis Ababa (UCAA) was established in 1950's to produce more teachers and other professionals for further expansion of education using the domestic human resource. Then, in 1955, the first teaching materials for elementary schools were developed in one of the national languages, Amharic, and more efforts were made to expand education (Tekeste, 2006). A remarkable sense of concern was observed on the part of the Imperial government following the first International Education Conference of African states in Addis Ababa in 1961. The conference exposed the country's failure in bringing about considerable change in access and quality of education in both primary and secondary schools. Therefore, based on the five years development plan of the government, Ministry of Education designed a new education policy. The policy mainly emphasized on the establishment of technical schools and the use of Amharic language as a medium of instruction for schools in the primary cycle. However, it was not fully implemented due to change of governance from the Imperial system to the Socialist government system which lasted for seventeen years from 1974 to 1991 (Tekeste, 2006).

The socialist government replaced the education policy of the Imperial system, as it was more elite and academic oriented, with the Marxist-Leninist oriented education system. The government attempted to revise the education policy by conducting an Evaluative Research of the General Education System (ERGESE) in Ethiopia in 1983, and most of the education improvement efforts were done by Ethiopians rather than foreigners. However, the socialist government was not able to realize the new education policy since the Ethiopian People's Revolutionary Democratic front (EPRDF), took control of the whole country in 1991 (Engida, 2002).

After securing its power, the existing federal government began to realize the role of education in transforming agrarian societies into the modern civilization. As a result, subsequent education reforms have been made since the 1990's. According to the 1994 Education and Training Policy (ETP), there were major problems observed in the country's education system. These include problems of relevance, quality, accessibility, equity, and mode of delivery, teacher training, teaching resources and facilities (MoE, 1994). The government tried to address these problems by issuing a new education policy, Ethiopian Training and Education Policy (ETP), in 1994. The policy declared to have more focus on teacher training programs. Later on, another official document issued in 1999 by the Ministry of Education entitled 'The Quality and Effectiveness of Teacher Education in Ethiopia (QETEE)' identified problems and weaknesses with solutions that specified proposed resources and structures needed for improving the quality of teacher education.

In September 2002, the Ministry of Education issued the national framework for Teacher Education System Overhaul (TESO). It was generally a blueprint of teacher education programs concerning what had to be done, when and how. The Ministry of Education has also issued a national curriculum guideline for Pre-Service Teacher Education Program (PSTEP) in March 2003. It was all about program outlines and components that display principles, aims, nature of learning, curricular contents, course breakdown, assessment and sample procedures for practicum. Currently, based on such subsequent reforms, major changes have been observed. In accordance with the federal structure, each of the nine states and two urban administrations of the country have their own regional education bureaus (REBs). These Bureaus are responsible for the administration and management of the general education, technical and vocational education, and teacher-training programs and institutions. The Federal Ministry of Education is responsible for higher education. The Ministry of Education formulates policy and guidelines, which are implemented by the various Bureaus.

1.1.2 The place of English Language and its teaching in Ethiopia

English Language Teaching in Ethiopia has a strong position since the start of modern education. Hailom, B. (1993: 5) reflecting on the importance of English in the country says: "Ethiopia is one of those developing countries that depend on English Language for educational purposes, international relation and commerce." Almost all Ethiopians have access to English in schools.

English is taught as a compulsory subject at all levels of education (from primary up to tertiary levels). Furthermore, it is the medium of instruction at secondary and tertiary levels of education across the country. It is given a higher number of periods per week compared to other subjects taught in schools. It is an important school subject in that students' future is highly dependent on success in English language.

Nowadays, English is becoming the language of different media in Ethiopia. Ethiopian Radio and Television Agency (ERTA) has been transmitting different programs in English. Furthermore, a number of newspapers, newsletters, and magazines are published in English by different governmental and non-governmental organizations across the country. There are also many cinemas, satellite television stations, etc. which present entertainments, news, and documentaries in English language across the nation.

In addition to these, many NGOs, international organizations, and business firms use English as their language. Because of these reasons, a growing interest can easily be observed among many Ethiopian students, business people, etc., to use English. Of all foreign languages taught in the country, English is the widely accepted and used foreign language. It is seen as the key to open the doors of opportunities. It is learnt for personal development and modernization. In Ethiopia, knowledge of English gives opportunities for higher education, for better jobs with better pay in foreign funded investments and NGOs, and for study and travel abroad.

In order to meet the growing needs of their students, English language teachers, across the country, are expected to teach English effectively. They need to be competent language teachers. This competence can be achieved through rigorous training in colleges and/or universities during their pre-service preparation and through a well-planned, self-directed, continuous professional development throughout their in-service teaching practices.

1.1.3 English Language Teacher Education in Ethiopia

1.1.3.1 Primary Level

English is taught in primary schools by teachers who have a college diploma in English Language Teaching (ELT) after three years of training in an accredited College of Teacher Education (CTE). In some areas, there are still teachers who only had one year training in the

previous Teacher Training Institutes (TTI). But almost all of these teachers have got a chance of joining summer in-service training programs in Colleges of Teacher Education across the country and they are working to obtain their diploma which can make them eligible to teach in primary schools.

The minimum requirement to enter the diploma program in teaching is completing grade 10 and having 2.0 points in EGSSCE. Those who had one year certificate training in TTI's can join the program during summer seasons when schools are closed for summer vacation (as in-service trainees). They are expected to study for four consecutive summers before they receive their college diploma.

1.1.3.2 Secondary Level

1.1.3.2.1 Pre-service

There are different universities that are engaged in the training and education of English language teachers for secondary and preparatory schools in their regular, evening and summer programs. Previously, admission of trainees was based on the candidate's university entrance examination result in which the cut-off point was determined by the Ministry of Education. Currently, however, there is a change. To be an English teacher, students that graduated from the Department of Foreign Languages and Literature (DFLL) in English Language and Literature are expected to take part in a Post Graduate Diploma of teaching program (PGDT) that covers three summer (kiremt) programs.

1.1.3.2.2 In-service

The in-service English teacher education programs include evening and summer (kiremt) programs. The admission criteria to these programs are different according to the programs. For students in the evening programs, either their result of University Entrance Examination UEE or a college diploma in English language teaching with a minimum of 2.00 cumulative GPA upon graduation will do. The summer (kiremt) program is especially designed for practicing teachers. Practicing teachers with a college diploma in teaching English are given a chance of upgrading their academic status, and are allowed to join universities when schools are closed for summer (kiremt) vacation. The training lasts from four to five consecutive summers and the trainees

graduate with a university degree in teaching English. As mentioned earlier, those who get their first degree in English language and literature and interested in teaching will also join a post graduate diploma of teaching (PGDT) programs during summer (kiremt) seasons.

1.1.4 Teachers' Continuing Professional Development in Ethiopia

Teacher professional development programs have a long history in Ethiopian education. They include workshops, seminars and summer in-service trainings that were planned to help teachers' professional growth. These programs are still in progress at different levels and their contributions to the betterment of the teachers' classroom practices are undeniable.

However, the Ministry of Education of the Federal Government of Ethiopia reported research findings that confirm deficient professional competence and unsatisfactory content knowledge of teachers and mismatch between teacher education and school education in the country (MoE, 2002). The Ministry has become aware of the various problems that exist in the teacher education practices and has shown a strong desire to reform the system. According to Ahmed (2008:4), "there is an increasing openness to new ideas and great willingness to learn from international experiences and developments in teacher education".

Special emphasis has been given for teachers' continuing professional development in Ethiopia since 2005. The high standard set by the Education and Training Policy (ETP) described a new approach to education (MoE, CPD framework, 2009). At the heart of this new approach was the promotion of more active learning, problem solving, and student-centered teaching methods. The Education and Training Policy of Ethiopia clearly indicates the critical need for upgrading and updating both pre-service and in-service teachers. "Cognizant of the fact that teachers are the key to school improvement programs, the policy developed an in-service teacher Continuous Professional Development (CPD) program in 2005". (CPD framework, 2009: 4).

The program has two packages. One of the packages was for 'newly deployed' teachers and covers a two-year induction program. The materials for these newcomers to the teaching profession were prepared at national level. Mentors, who are among the experienced members of the staff, are expected to help the new teachers while they are working throughout the two year's induction period. Other experienced teachers, on the other hand, are expected to carry out the activities from three professional development course books prepared at national level and

distributed to schools. The course books can be done either in small groups in schools or cluster of schools. The groups were designed to be led by facilitators, usually selected from experienced members of the school staff. The expectation was that these groups would meet at least once every two weeks. Regional Education Bureaus and the Woreda Education offices are also expected to prepare supplementary training manuals.

The Ministry of Education commissioned Haromaya University to carry out impact study of the program (TDP1). Based on the results of the impact study, the ministry commissioned a situational analysis which includes teachers need analysis for the new CPD.

The recommendations from TDP1 impact study and the situational analysis were used as a basis for developing a new framework for a new CPD which was intended to be implemented starting from 2010 academic year. The new CPD framework was designed on the basis of lessons gained from local and international research findings and recommendations and attempts to fill the gaps identified (MoE, 2009).

1.1.4.1 English Language Teacher's Professional Development Efforts in Ethiopia

Concerning in-service EFL teachers' professional development, various efforts were made by the Ministry of Education. English Language Improvement Program (ELIP) was one of the notable efforts made so far. ELIP was launched with the purpose of raising the existing level of English language ability of English language teachers as well as content subject teachers. According to Ahmed (2005), the MoE had introduced student-centered approach to this training program that was intended to enable participant teachers:

- to have access to knowledge and information, and
- to effectively do their jobs (particularly English-medium teachers) effectively and communicate their ideas to their respective students.

More than 150,000 teachers had already benefited from ELIP. The impact study conducted by Haromaya University stated that the intensive ELIP training program, which was planned to address nearly 150,000 Ethiopian teachers within five years (2002-2007), did not bring lasting effect on the desired quality as there were no appropriate follow up (Haromaya University, 2008).

After ELIP, English Language Improvement Centers (ELICs) have been established at most Colleges of Teacher Education (CTEs), universities, and some sample high schools. The purpose of ELIC is to maximize the students' exposure to English language.

Apart from ELIP and ELIC, various up-grading efforts for EFL teachers are still underway. One of these efforts is the summer (kiremt) program that is being carried out by universities across the country. The purpose of this program is to upgrade teachers from certificate to diploma level; from diploma to first degree level and from first degree to second degree level. The summer program for second degree was started in 2012. The beneficiaries of the program were teachers who teach in the preparatory program (grade 11 & 12).

Although upgrading is good at improving the knowledge level of the participant teachers due to its courses, it is unlikely to change their classroom practices as teachers need continuous improvement and guidance concerning their classroom teaching. Accordingly, teacher trainers mention that teachers need development by means of in-service training, written sources, seminars, symposiums, supervision and so on (Freeman, 1989; Fanselow, 1988). In line with this, Acheson and Gall (1980:17) explain, "Teachers are like learners. The content they need to learn is the profession of teaching. At various points in their professional development, they need the skillful assistance of a clinical supervisor if they are to make progress."

1.2 Statement of the Problem

The impetus of this study arose from the researchers personal experience as an English Language teacher at different levels (secondary schools, colleges of teacher education, and university), and from personal readings of similar studies conducted in different contexts.

During his EFL teaching experience, the researcher observed that limited opportunities for organized professional development were available for English Language teachers. Although some In-service professional development workshops, seminars, etc., were conducted, they adopted a top-down approach where the focuses of the workshops and methods of delivery, etc., were chosen by the MoE. Furthermore, no follow up sessions were conducted and it was unknown whether the sessions lead to any progress on the part of the teachers.

Apart from these (workshops, seminars,...), other in-service teachers' professional development programs like school-based clinical supervision, peer-coaching, etc. are not common in Ethiopian schools though there exists a supervisory practice in the school system.

In Ethiopian schools, internal and/or external supervision practices that are evaluative and judgmental in nature are common. The internal supervision is usually carried out by department heads and academic vice principals of the schools, whereas the external supervision is carried out by woreda/zonal/regional based supervisors. These supervisions practices are conducted in order to evaluate the supervisee teachers' overall classroom practices and other school responsibilities. Research and experience shows that teachers are not comfortable with this kind of supervision because of its unfriendly and evaluative nature. "...it can make teachers see themselves as inferior to the supervisor," (Richards and Nunan, 1990:157). It is a kind of internal appraisal inspection. Each teacher is expected to be supervised at least two times in one academic year as part of her/his performance evaluation program. From his experience, the researcher realized that this customary supervision practice could not improve the teachers' classroom practices as it is evaluative, unsystematic and unfriendly

Despite all these in-service interventions (workshops, seminars, supervision,...), different local researches and documents clearly show the discrepancy between what English language teachers are doing and what they are trained/ supposed to do. The document prepared by MoE shows the expected competencies for primary and secondary English teachers (MoE, 2010).

The profile includes the expected managerial, methodological and linguistic competencies of in-service primary and secondary school teachers of English. The major competencies include: facilitating students' learning, assessment, reflective practitioner, teaching methodologies, professional ethics, curriculum knowledge, and English language abilities and skills. The document mentions that teachers have difficulties in achieving some of these competencies, and the difficulties could be identified through needs assessment that leads to, "appropriate intervention in the form of intensive language and methodology training" (MoE, 2010: 1)

From this, we can deduce that there is a mismatch between what the English language teachers are doing and what they are expected to do. That is why the document mentions "appropriate

intervention”, the intervention that is intensive and intends to narrow the observed gap/s between the teachers’ *actual* and *ideal* teaching. Concerning the mismatch between *actual* and *ideal* teachings of secondary school EFL teachers, Girma (2005:189) mentions, “There is a significant mismatch between what is planned and what is done at classroom level.” He further mentioned, “There is clear disparity between the teachers’ reported attitudes and beliefs and their classroom practices. There is also an inconsistency between the teachers’ opinions of their classroom practices and what they actually did.”

Although the prime focus of Girma’s study was on Language teachers’ implementation of methodological innovation, it holds true for other aspects of EFL teachers’ classroom practices as well. The problems that were attributed for the mismatch, according to the participant teachers report in Girma’s study, were textbooks, students’ lack of motivation and proficiency in the language, time constraint, large class, and unsuitable furniture (Girma, 2005:184-185).

These reasons as such are not unique to the teachers under Girma’s study. Teachers in developing countries normally mention these and other problems that contribute to their ineffective teaching. Therefore, it is very clear that graduating from a higher institution is not enough for language teachers to be competent or effective teachers. There is a need for continuous professional support system which is accessible, sustainable, and based on the teacher’s individual development need.

Moreover, in Ethiopia, English teachers have their education in various departments of universities, such as English education, Linguistics, Literature, and Journalism and Communication Departments. The graduates of these departments can find positions as teachers of English at different levels (i.e. from secondary to universities) with a little or no introduction to ELT pedagogy. Even those with ELT background need to be familiar with new innovations. No matter how experienced or inexperienced teachers they may be, they come across varying problems in teaching English as new methods and techniques become available, and as new materials are required.

Therefore, this study tried to explore whether or not the clinical supervision intervention minimize the existing discrepancy between the actual and ideal classroom practices of secondary school EFL teachers by focusing on their lesson presentation and classroom management skills.

Clinical supervision, according to Gaies and Bowers in Richards and Nunan (1990:167-168), is “the process by which teaching performance is systematically observed, analyzed, and evaluated....It is an on-going process of teacher development that is based on classroom observation.”

The goal of clinical supervision is “effective teaching” (Acheson and Gal, 1980). Effective teaching, on the other hand, is the sum total of improved methodological skills, classroom management skills, and linguistic skills (Richards and Nunan, 1990). Therefore, the goal of the process of clinical supervision, according to these authors, is to help teachers to narrow the gap between their *actual* and *ideal* teaching. The actual teaching is the teachers’ current practice, and the ideal teaching is what they are expected to do.

The researcher read two case studies that were conducted in Egypt and Yugoslavia which he found in the work of Richards and Nunan (1990:170-181). They are the only research documents that he came across. He could not find any local research work in the area of clinical supervision of EFL teachers. The two case studies dealt with clinical supervision from different angles. The case study conducted in former Yugoslavia focused on English as a foreign Language (EFL) teacher supervision; more specifically in the Republic of Slovenia.

Supervision in former Yugoslavia, like in Ethiopia, had two components: the internal components and the external components. The internal component includes the head teacher and the senior teacher. They both are expected to supervise the classroom of a beginning EFL teacher. This is because “in-service supervision is designed to support new teachers” (Richards & Nunan 1990: 170). The external component is the regional foreign language advisor; “it is the foreign language advisor who does clinical supervision” (Richards & Nunan, 1990:172). In this case study, clinical supervisors were outsiders (the regional foreign language advisors).

In former Yugoslavia, “clinical supervision took place less frequently than either teachers or advisors would prefer” because the number of the regional foreign language advisors were very few compared to schools and teachers. There were only five advisors for 9 regions. (1990: 172). On the other hand, the objective of the clinical supervision in was not developmental; it was judgmental because, “the advisor determines whether teachers are teaching according to accepted

principles and whether they are following current methodological recommendations,” (Richards & Nunan, 1990: 172).

When we look at the supervisory responsibility of each advisor, many schools and many EFL teachers fall under one advisor’s supervision which in turn made frequent classroom observation almost impossible. In addition to these, the case study did not mention the way of solving the observed teachers’ negative perception towards classroom observation. Furthermore, it said nothing on establishing a system that is easily accessible and accountable for the professional development of EFL teachers.

Therefore, the following basic points are the lessons learned from this case study:

- Clinical supervision should be conducted by insiders (English department head and experienced English teacher).
- Clinical supervision should be conducted frequently with full participation of the observer and the observed teachers.
- It should be developmental.
- It should minimize the teachers’ negative conception to classroom observation.

The case study in Egypt, on the other hand, was focused on the training of clinical supervisors that work at university level. It did not give attention to the classroom practices of EFL teachers (Richards & Nunan 1990: 172).

As mentioned in the case study, trainees were asked to list down the problems that most prevent English language teachers from being effective. Some of the lists include: large classes, inadequate course books, inadequate time, pressure from formal exam, poorly trained teachers, poorly motivated teachers, heavy work load, low student motivation, mixed student ability group, lack of resources, etc. After recognizing these problems they discussed which of them lie beyond the scope of the counselor/ trainer, which can to some extent be minimized, and which can be substantially resolved. (Richards and Nunan, 1990: 173-176)

From this, the researcher learned the fact that a clinical supervisor should identify the problems that are commonly raised by teachers and try to seek solution (together with the supervisee)

accordingly. Furthermore, the researcher learned the importance of having a trained supervisor for effective implementation of a clinical supervision process.

To sum up, the researcher tried to combine the lessons he had and strived to investigate the roles of school-based clinical supervision in the sample secondary school teachers' classroom teaching after providing orientation training to selected and experienced EFL teachers (co-observers) and the participant teachers of the sample schools. By doing so, the researcher tried to see whether or not clinical supervision minimizes the discrepancy between what the teachers are doing (their actual teaching) and what they are expected to do (ideal teaching) focusing on the improvement of the EFL teachers' managerial and methodological skills. Furthermore, this research attempted to see whether or not the clinical supervision intervention help participant teachers to have positive conception of classroom observation. The study also tried to investigate whether clinical supervision would help participant English teachers to unlearn their language learning experiences (what they learned from their teachers' way of teaching) that influenced their language teaching negatively and learn new approaches to lesson presentation and classroom management skills.

1.3 Objectives of the study

1.3.1 Main objective

- The study aimed at exploring the role of school-based in-service EFL teachers' clinical supervision in promoting effective teaching.

1.3.2 Specific objectives

The specific objectives of the study were to:

- explore the role of clinical supervision in improving the EFL teacher's methodological skills,
- explore the role of clinical supervision in improving the EFL teachers' classroom management skills,
- investigate the impact/s of participant teachers' language learning experience(s), if any, on their current language teaching practice,

- investigate the conceptions of classroom observation held by participant English teachers and school administrators, and
- find out the conceptions of in-service EFL teachers professional development held by participant teachers and school administrators.

1.4 Scope of the Study

The study was conducted in two government secondary schools (Grade 9 in focus) in Hawassa city, Southern Nations, Nationalities and People's Region (SNNPR). These schools were Hawassa Tabor Secondary and Preparatory School and Alamura Secondary School. The reason for selecting these schools was the researcher's experience of teaching in one of the schools for years. This facilitated the realization of the study as he received appropriate support from participants easily. Furthermore, EFL teachers in these schools had first degree in English from recognized institutes which is the expected criterion to teach in Ethiopian secondary schools. There were experienced as well as beginning teachers in the schools. As a result, this diversity would facilitate the transferability of results found from the study to other similar secondary school teachers.

The study was also limited to grade nine English teachers because of the researcher's interest to begin the intervention at a lowest grade in the secondary school. Grade nine is the lowest grade of the third cycle education in Ethiopian context.

1.5 Significance of the Study

Secondary school EFL teachers in Ethiopia, school administrations and/or school CPD committee can use it as an EFL teachers' professional development scheme in their respective schools. Similarly, different segments of MoE may also use it as a tool for language teacher professional development scheme. Furthermore, other researchers can use it as a stepping stone to conduct similar research that will further investigate the issue of EFL teachers' professional development program.

1.6 Limitations of the Study

This study believed to have certain limitations. Primarily, it is worth keeping in mind that the sample size of the study is limited to six teachers and their classrooms in two sample schools in Hawassa, SNNPR. During the data collection, the teachers' classroom practices were closely observed and recorded. Being observed or investigated repeatedly could be a stressful situation. In this regard, the presence of the observer could cause a certain degree of limitation to the participant teachers teaching. In addition, as the research design was qualitative, it could not be free of the researcher's unintentional biases.

1.7 Organization of the Study

The study comprises five chapters. Chapter one deals with the background of the study. Chapter two describes the review of related literature. Chapter three is devoted to research design and methodology. Chapter four focuses on the discussions of the findings, analysis and interpretation of the pilot and the main study. The last chapter presents the conclusions arrived at, the implications of the study, and offer suggestions for the implementation of clinical supervision in in-service English as a Foreign Language (EFL) Teachers' Professional Development scheme.

1.8 Definition of key terms

Clinical supervision: face-to- face and classroom centered supervision which is concerned with what goes on in the classroom.

Conventional/customary classroom observation: Common summative classroom observation practices of schools

CHAPTER TWO

RIVIEW OF RELATED LITREATURE

2.1 The Nature of ELT Education

English language teacher education, like any other discipline, has its own disciplinary processes. These processes can be classified as pre-service and in-service teacher education processes. The pre-service teacher education process, though not the focus of this study, focuses on preparing teachers for teaching profession. It is usually offered by teacher education institutes and universities. In-service teacher education, on the other hand, focuses on on-going renewal of professional knowledge and skills of the practicing teachers.

The in-service renewal is needed not because of inadequacy among the practicing teachers, “...but simply as a response to the fact that not everything teachers need to know can be provided at the pre-service level as well as the fact that the knowledge base of teaching constantly changes” Richards and Farrell (2005:1). Furthermore, teachers and schools have continuous needs for change that can be realized during in-service practice. In line with this, Richards and Farrell (2005) mentioned the following assumptions of teacher in-service education activities:

- In any social or educational institution, there are teachers with different levels of experiences, knowledge, skill and expertise. Mutual sharing of knowledge and experience is a valuable source of professional growth.
- Knowledge about language teaching and learning is in a tentative and incomplete state, and teachers need regular opportunities to update their professional knowledge.
- Classrooms are not only places where students learn – they are also places where teachers can learn.
- Teachers can play an active role in their own professional development.

- It is the responsibility of schools and administrators to provide opportunities for continued professional education and to encourage teachers to participate in them.
- In order for such opportunities to take place, teachers need to be, supported, and rewarded.
- Therefore, it is with these assumptions that any kind of in-service teacher education programs are carried out across the teaching profession in general and the language teacher education in particular.

2.1.1 Knowledge Base for ELT Profession

Any profession has its own knowledge base. Similarly, English Language Teaching (ELT) has a knowledge base that emanate from training and experience. Classroom teaching practice and pedagogic issues, knowledge about language, and knowledge about learning are considered as traditional knowledge base of second or foreign language teacher education though “the relationship between the two has often been problematic.” (Richards& Burns, 2009:3). This distinction leads to two types of knowledge base for language teachers; namely content knowledge and methodological skills (the ‘what’ and the ‘how’ of ELT). Richards and Burns called these ‘knowledge about’ and ‘knowledge how’. ‘Knowledge about’ includes content knowledge of the established core curriculum, and ‘knowledge how’ includes methodology of delivering the contents.

Richards and Nunan (1990:3) said, “In second language teaching, teacher education programs typically include a knowledge base drawn from linguistics and language learning theory, and practical component based on language teaching methodology and opportunity for practice teaching”. These points clearly show that the knowledge/theoretical base for second/foreign language teacher education emerge from two major disciplines; linguistics and second/foreign language acquisition.

According to these authors, “To prepare effective language teachers, it is necessary to have a theory of effective language teaching.” They further argued ‘such theory should form the basis for the principles and content of second language teacher education, which is thus dependent up on the following sequences: (a) Describe effective language teaching processes; (b) Develop a

theory of the nature of effective language teaching; and (c) Develop principles for the development of language teachers(Richards & Nunan 1990 :3).

The continual deepening of knowledge and skills is a vital part of the development of any professional work in any profession. One important means of achieving competitive advantage is the creation of conditions for the rapid acquisition of new knowledge and skills. Teaching is no exception (Shulman and Sparks, 1992). According to Shulman, (1987) as cited in Randall & Thornton, (2001), the knowledge involved in teaching can be categorized into six. These include: *Content knowledge* which is subject knowledge; *general pedagogic knowledge* which is classroom management and control; *curriculum knowledge* which stands for the teacher's knowledge of teaching materials; *pedagogical-content knowledge* which refers to the methodology or the presentation skills of the teacher; *knowledge of learners and their characteristics* (their learning styles, preferences, etc.); *knowledge of educational context* (the effect of socio-cultural and institutional context); and *knowledge of educational ends, purposes and values and the philosophical and historical issues*.

Accordingly, all those mentioned above have significant implications for the training and development practices of language teachers. Though they are presented in lists, they are highly interrelated. The knowledge of one leads to the knowledge of the other. For example, one may choose the methodology after identifying the learners' preferences, etc.

2.1.2 English Language Teacher Training versus Development

English Language Teacher Education can never be considered a onetime short experience. The concept of continuing professional development programs for teachers is of great importance. English language teachers can live up to the demands of their time only by constantly reviewing their practices, and updating their competencies.

There are some differences between teacher training and teacher development. *Training* deals with building specific teaching skills: how to sequence a lesson or how to teach a dialogue, for instance. *Development*, on the other hand, focuses on the individual teacher- on the process of reflection, examination, and change which lead to doing a better job, and to a personal and professional growth.” (TESOL quarterly, vol.16/1, 1982)

Richards and Farrell (2005:3-4), identify the goals of teacher training and development. They said, “Training refers to activities directly focused on a teacher’s present responsibilities, and is typically aimed at short-term immediate goals”. These authors further discussed that, “Training involves understanding basic concepts and principles as prerequisite for applying them to teaching and the ability to demonstrate principles and practices in the classroom”. Accordingly, training mainly refers to both pre-service and in-service time bounded interventions which may help the teacher to demonstrate the skills or knowledge learned during the training into his/her classroom.

The following are examples of goals from training perspective (Richards & Farrell, 2005:3-4).

- Learning how to use effective strategies to open a lesson;
- Adapting the textbook to match the class;
- Learning how to use group activities in a lesson;
- Using effective questioning techniques;
- Using classroom aids and resources;
- Techniques of giving learners feedback on performance.

Development, on the other hand, has a long term goal. It is an on-going, life-long process in which teachers examine and reflect on their professional performance. The following examples of goals from development perspective are provided by Richards and Farrell (2005: 4-5):

- Understanding how the process of second language development occurs;
- Understanding how our roles change according to the kinds of learners we are teaching;
- Understanding the kinds of decision making that occur during lessons;
- Reviewing our own theories and principles of language teaching;
- Developing understanding of different styles of teaching;
- Determining learners’ perceptions of classroom activities.

These authors further mentioned that “Strategies for teacher development often involve documenting different kinds of teaching practices; reflective analysis of teaching practices, examining beliefs, values, and principles; conversation with peers on core issues; and collaborating with peers on classroom projects. However ... professional development should go beyond personal and individual reflection” (Richards & Farrell, 2005:4-5).

2.2 English Language Teachers' Professional Development

Definitions on teacher professional development vary according to educational traditions and contexts. In systems where teacher education programs are well established, teacher professional development is described as a process taking up all activities that increase professional career growth (Rogan & Grayson 2004).

Improving the quality of education has become vital for most education systems. Quality of education depends on a multifaceted combination of factors that come together at the school and classroom levels. The most important of these factors is widely understood to be quality of teachers and teaching. So, the aim of teachers' professional development is to improve the performance of teachers in the classroom in order to improve students' achievement and learning. Gabriel, H. Diaz (2004) defines professional development as an-on-going learning process in which teachers engage voluntarily to adjust their teaching to the learning needs of his students.

From Diaz, we can understand that professional development is a voluntary activity. Teachers will participate voluntarily if they are given awareness on the benefit of the professional development activity they are supposed to take part and if they are involved in all processes.

Continuing, career-long professional development “is necessary for all teachers in order to keep pace with change, and to review and renew their own knowledge, skills and visions for good teaching” (Day, 1999:2).

2.2.1 Types of Teachers' professional Development

Liberman (1996) in Day (1999:2) identifies four settings in which professional development occurs: i) *direct teaching* (through, for example, courses, workshops, consultations); ii) *learning in school* (through, for example, peer-coaching, critical friends, quality review, appraisal, action research, portfolio assessment, working on tasks together); iii) *learning out of school* (through, for example, school- university partnerships, professional development centers); iv) *learning in the classroom* (through, for example, student response).

For the majority of teachers, professional development appears to be still characterised by fragmented 'one-shot' workshops at which they listened passively to 'experts' and learned about

topics not essential to their teaching. Additionally, studies of professional development reported that workshop, etc. activities were often of insufficient duration (Corcoran, Shields, 1998).

Certain types of professional development activities are more likely than others to offer such continued learning opportunities. They provide teachers with adequate time, activities and content necessary to increase knowledge and encourage meaningful changes in their classroom practice.

The 'reform' types of professional development activities include: study groups in which teachers are engaged on regular, planned and collaborative interactions around topics identified by the group; coaching or mentoring arrangements where teachers work one-on-one with an equally or more experienced teacher; networks which link teachers or groups, either in person or electronically, to investigate and discuss topics of interest, pursue common goals, share information and attend to common concerns; engagement in inquiry, in which teachers engage in the kinds of learning that they are expected to practice with their students.

In comparison to the traditional 'one-shot' workshops, these types of activities are usually longer in duration, allow teachers the opportunity to practice and reflect upon their teaching and are embedded in ongoing teaching activities. Some of these activities e.g. mentoring, coaching, observation, take place during the process of teaching, and are therefore easier to sustain over time (Garet, 2001).

2.2.2 Effective Professional Development and change

A body of literature has emerged focussing on descriptions of and definitions for effective professional development for teachers (Richardson & Placier 2001). The literature indicates that customary approaches to professional development such as short workshops or conference attendance do promote teachers' awareness or interest in maximizing their knowledge and skills. However these approaches to professional development appear inadequate to foster learning which basically changes what teachers teach or how they teach.

A reflective, critical and analytical teacher is a teacher who is on a continuous momentum of change. This continuous learning is regarded as an essential process that should be on-going and life-long. Underhill (1997:17) says, "It is the process of becoming the best teacher one is able to

be; a process that can be started but never finished.” Similarly, Pennington (1992:50) elaborates that effective teacher development implies “evolution from one state into a more advanced state” implying “growth, a target to aim for, and progress in achieving aims.”

According to Pennington (1992), teacher development programs must not only transmit knowledge, but also create favorable attitudes to growth and change among teachers.

Clarke and Hollingsworth (2002) identify six perspectives on teacher change:

- *Change as training:* Change is something that is done to teachers; that is, teachers are “changed.”
- *Change as adaptation:* teachers “change” in response to something they adapt their practice to change conditions.
- *Change as a personal development:* teachers “seek change” in an attempt to improve their performance.
- *Change for local reform:* teachers “change something” for reasons of personal growth.
- *Change as growth or learning:* “teachers change inevitability through professional activity”; teachers are themselves learners who work in a learning community.

These perspectives are closely related. They are not mutually exclusive.

Although change is central to effective teacher development, Bailey (2006) argues that it alone is not enough. Bailey points out that the kind of change that takes place is more important than a mere change. She further argues that change should bring about innovation.

Karavas- Doukas (1998:28) mentions that innovations involve change at three levels:

- Change on revision of teaching materials, syllabi or curricula ;
- Changes in teacher behavior, e.g. new techniques, approaches or activities; and
- Changes in beliefs and principles underlying the new materials or approaches.

Innovation is effective and has an effect on the classroom and on the students’ learning if the change occurs at these three levels.

Effective professional development addresses the defect of traditional approaches which are often criticized for being fragmented, unproductive, inefficient, unrelated to practice, and lacking in intensity and follow-up. So, effective professional development (Corcoran, 1995):

- is ongoing;
- includes training, practice, and feedback; opportunities for individual reflection and group inquiry into practice; and coaching or other follow-up procedures; is school-based and embedded in teacher work;
- is collaborative; providing opportunities for teachers to interact with peers;
- focuses on student learning which should, in part, guide assessment of its effectiveness;
- encourages and supports school-based and teacher initiatives;
- is rooted in the knowledge base for teaching;
- incorporates constructivist approaches to teaching and learning;
- recognizes teachers as professionals and adult learners;
- provides adequate time and follow-up support; and
- is accessible and inclusive.

2.2.3 Understanding Teacher Learning

All professional development schemes are expected to understand the nature of teacher knowledge and how it is acquired. Furthermore, it should also try to understand the cognitive processes teachers employ while teaching and while learning to teach (Richards & Farrell, 2005). Richards and Farrell (2005), presented different conceptualizations of teacher learning as follows:

Teacher learning as skill learning: teacher learning is the development of a range of different skills or competencies. According to this view, teaching is broken down into distinct skills that can be mastered one at a time (Richards & Farrell, 2005: 6).

Teacher learning as a cognitive process: teaching is a complex mental activity “and focuses on the nature of teacher’s beliefs and thinking and how these influence their teaching and learning” (Richards & Farrell, 2005:6). Similarly, Borg (2003) in (Richards & Farrell,2005:6) emphasizes that “teachers are active thinking, decision-makers, who make instructional choices by drawing on complex, practically oriented, personalized, and context-sensitive networks of knowledge, thoughts and beliefs”.

Teacher learning as personal construction: It is “based on the belief that knowledge is actively constructed by learners and not passively received” (Richards & Farrell, 2005: 7). Learning is understood as ‘involving, reorganization, and reconstruction’. New learning is fitted into the learner’s personal framework (Roberts, 1998). This educational philosophy focuses on teacher’s personal contribution to his/her own learning.

Teacher learning as a reflective practice: This is based on the idea of experiential learning. It assumes that teachers learn from experience (Richards and Lockhart, 1994). This view of teacher’s learning suits the purpose of this particular study as it emphasizes on learning from experience and “led to the notion of reflective teaching, that is accompanied collecting information on one’s teaching as the basis for critical reflection, through procedures like observation...” (Richards, and Farrell, 2005: 7).

2.2.4 Evaluation of Professional Development

Alderson (1992:274) suggests that planning program evaluation includes working out answers to a number of questions concerning the purpose of the evaluation, audience, evaluator, content, method, and timing. He, however, notes that there is no “one best way” of conducting an evaluation. According to Alderson, the way in which an evaluation is conducted depends largely on the purposes of the evaluation, the nature of the program, and the individual’s time scale and resources involved.

According to Williams and Burden (1994), evaluations can be summative, formative or illuminative. Summative evaluation is carried out to judge the overall effectiveness of the program, and occurs at the end. Formative evaluations, on the other hand, are used to modify or

improve the program. It is carried out at regular intervals so as to cater to the needs of the participants. It is, thus, ongoing in nature and seeks to form, improve, and direct the project, rather than simply assess its impact. In illuminative evaluation, on the other hand, the evaluator is involved in the day- to- day working of the project, and data is used to assist decision making and guide implementation. Using a variety of sources, rich data is gathered and interpreted, acknowledging multiple perspectives and taking into account the background and culture of the context.

2.3 Teacher's beliefs and professional development

Teachers' beliefs, practices and attitudes are important for understanding and improving educational processes. They are closely linked to teachers' strategies for coping with challenges in their daily professional life and to their general well-being, and they shape students' learning environment and influence student motivation and achievement

Instructional practices depend on what teachers bring to the classroom. Professional competence is believed to be a crucial factor in classroom and school practices (OECD, 2009).

Calderhead (1996) mentioned five main areas in which teachers have been found to hold significant beliefs. These include: beliefs about learners and learning, beliefs about teaching, beliefs about subjects or curriculum, beliefs about learning to teach, and beliefs about self and the nature of teaching. He notes that these five areas are closely related and may well be interconnected.

“The beliefs about the nature of teaching and learning include direct transmission beliefs about instruction and constructivist about learning and instruction” (OECD, 2009:89) Accordingly, the direct transmission view of learning implies that teachers are the source of knowledge and their role is to transmit knowledge in clear and structured way. According to this view, students are passive recipients of the teacher's knowledge. The constructivist view, on the other hand, focuses on students as active participants in the learning process. “Teachers holding this view emphasis facilitating students' inquiry, prefer to give students the chance to develop solutions to problems on their own and allow students to play active role in instructional activities” (OECD, 2009:92).

Richards (1996), forwards a similar argument in his work on teachers' maxims. Richards mentions a set of rational principles that function as maxims, "rules for best behaviors," (Richards, 1996: 286) that develop as teachers' belief systems evolve. These maxims relate to all aspects of the teachers' teaching, including planning, maintaining order and discipline in the classroom, involving, encouraging and motivating learners, empowering learners, as well as maxims related to accuracy, efficiency, and conformity. Richards further mentions that maxims are the outcomes of teachers' evolving theories of teaching, which "reflect teachers" individual philosophies of teaching developed from their experience of teaching and learning, their teacher education experiences, and from their own personal beliefs and value system (Richards, 1996: 293).

Clark and Peterson (1986) proposed that:

- The most resilient or "core" teachers' beliefs are formed on the basis of teachers' own schooling as young students while observing teachers; subsequent teacher education appears not to disturb these early beliefs, not least perhaps, because it rarely addresses them.
- If teachers actually try out a particular innovation which does not initially match with their previous beliefs or principles and the innovation proves helpful or successful, then accommodation of an alternative belief or principle is more possible than in any other circumstances.
- For the novice teacher, classroom experience and day to day interaction with colleagues has the potential to influence particular relationships among beliefs and principles, and, over time, strengthen the individual's version of them. Nevertheless, it seems that greater experience does not lead to adaptability in our beliefs and, thereby, the abandonment of strongly held pedagogic principles. Quite the contrary in fact, the more experience we have, the more reliant on our "core" principles we have become and the less conscious we are of doing so.

- Professional development which engages teachers in a direct exploration of their beliefs and principles may provide the opportunity for greater self-awareness through reflection and critical questioning as starting points for later adaptation.
- The teacher's conceptualization of, for example, language, learning, and teaching are situated within that person's wider belief system concerning such issues as human nature, culture, society, education and so on.

Other researchers (e.g. Bailey, 1992; Golombek, 1998) affirm the notion that changes in teachers' beliefs precede changes in their teaching practices. Similarly, Hampton (1994) notes those teachers' beliefs or "personal constructs" determine how they approach their teaching. Teachers' beliefs strongly affect the materials and activities they choose for the classroom. This author suggests that some of these core beliefs are changeable, but others are resistant and difficult or not possible to change.

Examining language teachers' beliefs should, therefore, help clarify how teachers change their approaches to teaching and learning over time. Based on these characteristics of teachers' beliefs, the study defines teachers' beliefs as a complex interrelated system of held theories, values and assumptions that the teacher considers to be true, and which serve as cognitive filters that interpret new experiences and guide the teacher's thought and behavior. So, as it has a significant impact on individual teacher's on-going professional development, teacher's beliefs should get due attention when planning any professional development scheme for teachers.

2.4 Language teachers' conceptions of classroom observation

Since classroom observation is a useful tool to improve language teaching, the conceptions of language teachers on it has value and importance. Classroom observation has been considered to take three main forms. These include: professional development, reward, and promotion (*European Journal of Teacher Education* Vol. 34, No. 4, November 2011). But, researchers and practicing teachers agree that the most effective use of classroom observation is for professional development though many teachers dislike and even fear being observed (Aubsson, et. al.2007, and Borich, 2008).

This negative feeling towards classroom observation possibly emanates from the customary top-down observation practice. Li (2009) mentions two procedures of classroom observation. The

first is a top-down classroom observation scheme which is designed by experts far away from teachers and schools. Some of these experts may not be familiar to classroom behaviors since they are not teachers. The second is bottom-up in which the teacher's "perspectives" are taken into consideration in designing and implementing the classroom observation process. If teachers are not involved in planning, implementation and evaluation of their practices, classroom observation provokes uneasiness, nervousness, and tension among teachers in the belief that their professional competence is going to be questioned or judged (Borich, 2008).

Wajnryb (1992:3), on the other hand, summarizes the content, purposes and contexts of classroom observation. These contexts include: the context of in-service and school development, the context of pre-service training, and the context of trainer/training development. Among these, the in-service and school-based teacher development context of classroom observation is presented as follows:

Table 2.1 Contexts and purposes of classroom observation Wainryb (1992:3)

Context		Observer	Observee	Purposes of observation			Samples of observation experiences
				Training process	Ongoing development	School-based support	
The context of in-service and school-based teacher development	1	Teacher	Peer teacher				Two teachers observe each other's teaching as part of a mutual self-development venture or project.
	2	Teacher	Peer teacher or Senior teacher				A teacher observes another teacher (peer or more experienced) in response to a perceived need to develop in a particular area
	3	Teacher coordinator/developer	Teacher				A teacher invites a teacher developer to observe his/her teaching as part of school based teacher support.

As can be seen from the table above, the classroom observation for in-service teacher development context include ongoing development and school-based support. In both cases, a

teacher is supposed to observe another teacher's teaching, or a teacher invites a teacher developer to observe his/her teaching. As Wajinryb (1992:4) stipulates, "These contexts may or may not co-occur within one school".

So, schools should revisit their classroom observation practices and design a bottom-up classroom observation model which is a school-based support that facilitates the teachers' ongoing professional development by building their confidence and professionalism. School administrators create an atmosphere of trust between/among classroom observers and teachers. The affective relationship between the observer and the observed can promote professional development. Any sort of professional development is unthinkable without active involvement of all participants.

2.5 Lesson planning, presentation and classroom management skills

Lesson planning, lesson presentation or teaching methodology, and classroom management skills are important elements of effective teaching. The nature of effective lessons and the right ways of designing and implementing them are ambiguous. Two teachers present the same lesson differently though the materials and the lesson plans are the same. This is due to the teachers' individual teaching style and personal philosophy of teaching.

Lesson planning is a regular practice for many teachers. According to Richards and Renandya, (2002:27), "Even though a lesson may have already been planned (by the textbook writer), a teacher will still need to make decisions that relate to the needs of his or her specific class, adapting the lesson from the book in different ways to make it better suit the class." According to these authors, lesson planning is decision making on the needs, problems, and interests of learners and the content of the lesson. The authors said, "This does not necessarily result in a detailed written lesson plan. Many teachers teach successful lessons based on mental plans or on brief lesson notes," (2002:27). Teaching from a mental plan or from a brief note is not what every practicing teacher does. It is the practice of well experienced teachers. Experienced teachers not only teach from their brief notes or mental plans but they can change part of their lesson or the whole of it based on the classroom dynamics. They always have a backup plan. Richards and Bohlke (2011: 1-13) discuss the nature and characteristics of effective lessons. They say effective lessons:

- i. *Reflect high professional standards:* this include the methodology, the language skill, and the classroom behavior of language teachers. An effective lesson should take these three professional standards into consideration during lesson planning and lesson presentation, because effective teaching is the sum total of effective lesson planning and lesson presentation, effective linguistic skills, and effective classroom management skills.

The following examples of professional standards are directly taken from Richards and Bohlke (2011):

- The English teacher uses a variety of instructional strategies and resources appropriately.
 - The English teacher plans instruction according to the Ministry's educational goals, English curriculum, and assessment framework.
 - The English teacher adapts instruction to take into account differences in students' learning styles, capabilities, and needs.
 - The English teacher plans activities that will assist students in developing language skills and strategies.
- ii. *Reflect sound principles of language teaching:* "It consists of much more than a series of activities and exercises that the teacher has strung together to occupy classroom time, and it involves much more than simply presenting the material in the textbook." Accordingly, language teaching is not just presenting the content of a material or a textbook within a given class time. It includes the learners' needs, wants, and preferences; the teacher's philosophy of language teaching and/or learning, and understanding of the nature of language. The authors further describe what an effective teaching consists of as follows:

Regardless of the level of a teacher's qualification, a good language lesson should reflect the specialized thinking and knowledge of an educated language-teaching professional. Every one of a teacher's lessons should reflect a solid understanding of the nature of language, of second-language learning and teaching, and of his or her learners – taking into account their needs as well as their learning styles and preferences.(Richards & Bohlke2011:3)

- iii. *Address meaningful learning outcomes:* “Every lesson the teacher presents sets out to teach something; that is to achieve one or more learning outcomes”. This means that teaching is a purposeful activity that includes both short-term and long’ term goals.
- iv. *Provides opportunities for learners to take part in extended practice with using language in a meaningful way:* A good language classroom is one that involves students actively. Students’ engagement is vital for the effectiveness of language learning. Accordingly, Richards and Bohlke suggest the following important leading questions that a language teacher should ask himself whenever s/he teaches a lesson:

- What kind of language-learning opportunities did the lesson provide?
- How many opportunities were there for students to practice meaningful use of the language?
- Who had most of the opportunities for language use during the lesson – the teacher or the students?
- Did all of the students participate in the lesson, or did some students have more opportunities for participation and practice than others? (2011:6)

Answering these questions before we present our lessons may help us to provide different learning opportunities for the students to participate in the lesson actively. Furthermore, it is also helpful for the teacher not to take much talk time. It also helps to balance learners’ involvement in the lesson.

There are different ways of increasing the amount of students’ participation during a lesson. Richards and Bohlke (2011:7) suggest the following:

- Varying the grouping arrangement (pair/ small groups...)
- Calling on all students in the class when you ask questions (instead of just calling their role numbers, call them by name).
- Changing the seating arrangement from time to time (this will ensure the students near the front of the class don’t get more opportunities to participate than students who sat at the back).

- Changing memberships of the group (so that students can get a chance to interact with a range of classmates and not only the one's they regularly talk to.
- Giving as many opportunities as possible for the learners to take responsibility for some of the regular class activities.

V. Effectively managed: This is the issue of classroom management. Classroom management according to Wright, (2005) as cited in Richards and Bohlke, (2011: 8), “Refers to ways in which you (the language teacher) arrange both the physical and the social dimensions of the class in order to provide a supportive environment for teaching and learning”. The physical dimensions include different materials like chairs/desks, blackboard, neatness of the classroom, etc. The social dimensions, on the other hand, refer to interactions between or among students, between the teacher and a student or group of students.

Classroom management, on the other hand, “involves eliciting the students’ attention, maintaining the students’ participation in the lesson, and organizing students in pairs or group,” (Richards and Renandya, 2002: 28). Effective classroom management comprises the teacher’s capability of catching the students’ attention towards the lesson, and organizing students in a purposeful pair or group. Lesson organization and presentation include the capability to organize the classroom teaching as a whole class, pair or small groups; and the ability to select materials for classroom teaching (i.e. materials suitable for learners’ needs, age, motivation, etc.).

Lesson organization and presentation include the ability to organize the classroom teaching as a whole class, pair or small groups, and the ability to select materials for classroom teaching (i.e. materials suitable for learners’ needs, age, motivation, etc.). The teacher’s use of whole class teaching and/or pair/group work teaching depends on the type of activities they deliver. Let us see the advantages and disadvantages of each one of these ways of classroom management.

According to Harmer (2001:114), many people think of teaching as a teacher fronted activity in which teachers stand in front and students sit in rows. This is what we call whole class teaching. This way of teaching is associated with many limitations, though it has some advantages. Reinforcing sense of belonging among the group members, giving a chance for teachers to have full control over activities, allowing the teacher to ‘gauge the mood’ of the class in general rather than on individual basis, etc., are some of the advantages of whole class teaching, as mentioned

in Harmer (2001:114-115). Furthermore, whole class teaching is the preferred class style in many educational settings where students and teachers feel secure when the whole class is working in standard procedures, and under the direct authority of the teacher. According to Harmer (2001:15), the disadvantages of whole class teaching include: favoring the group rather than the individual, not giving chance to individual students to speak on their own, fearing “to participate in front of the whole class since to do so brings the risk of public failure”, not encouraging students to take responsibility for their own learning, etc., Moreover, whole class teaching favors transmission model of knowledge from teacher to students. It is not the best way to organize communicative language teaching.

Whole class teaching is not recommendable for language teaching as it does not promote interaction. It does not support cooperative learning. Language is best learned through interaction between/among students and their teacher. But, as no teaching methodology is inherently good or bad, it is possible to use whole class teaching when it serves a purpose. Furthermore, there are students who may benefit from whole class teaching due to their learning preferences.

Another way of organizing and presenting a lesson is teaching individual students on their own. In this type of teaching, students are given activities which they can do by themselves. One way of doing this is giving students worksheets and telling them to choose and work on the part of the worksheet they prefer, or different worksheets for different students based on their interests and abilities. Another example is giving different writing topics, and telling them to write on one of the topics they prefer. The advantages of individual learning include: allowing teachers to respond to individual student differences in terms of pace of learning, learning style and preferences. Less stressful for students, it avoids noise and chaotic situations, and develops learner autonomy, etc. There are also some disadvantages of individual learning. Discouraging cooperation among students, demanding for a teacher in terms of material preparation (preparing different materials for individual students), and time consuming (Harmer, 2001: 114-115).

Teaching students in pairs and/or in small groups is also a way of organizing and presenting a lesson. In pair work, students can practice language together, study a text, research language or take part in information gap activity, etc. It has advantages and disadvantages. The advantages of pair work according to Harmer (2001:116) include: the increased speaking time students may get

in the class, the independent interaction between students (which increases learner independence), the chance it gives for a teacher to work with one or two pairs while other pairs are working by themselves, and the cooperation it promotes between students. The disadvantages, on the other hand, include: a chance of facing students' misbehavior, noise, choice of paired students, etc.

Organizing students in small groups, on the other hand, will allow students to do a range of tasks for which pair work is not sufficient or appropriate. This has also advantages and disadvantages. Harmer (2001:116-117) gives the following points as advantages and disadvantages of group work as classroom organization and lesson presentation mechanisms:

Advantages of group work:

- Like pair work, it dramatically increases the amount of talking time to individual students;
- Unlike pair work, because there are more than two people in the group, personal relationships are usually less problematic; there is also a greater chance of different opinions and varied contributions than in pair work;
- It encourages broader skills of cooperation and negotiation than pair work, and yet more private than work in front of the whole class. Lynne Howerdew (1998) found that it was especially appropriate in Hong Kong where its use accorded with Confucian principles which her Cantonese speaking students were comfortable with

It promotes learner autonomy by allowing students to make their own decisions in the group without being told what to do by the teacher.

Disadvantages of group works:

- It is likely to be noisy;
- Individuals may fall into group roles that become fossilized, so that some are passive whereas others may dominate;
- Groups can take longer to organize than pairs; beginning and ending group work activities can take time and be chaotic.

To conclude, the above mentioned lesson organization and presentation mechanisms are not mutually exclusive. Teachers may use them in combination according to their objectives and their students' preferences. But, since language learning is an interactive process, pair and group work are best to make lessons more interactive and communicative. So, it is up to the teacher to decide which classroom and lesson organization suits his/her purposes. Classroom observers, therefore, are expected to look at the teachers' classroom practices from these perspectives, taking into account the teacher's lesson plan and the actual classroom dynamics.

Vi. A coherent sequence of learning activities that lead toward the goals or objectives of the lesson: These include; openings, sequencing, and closings according to Richards and Bohlke (2011), and perspective (openings), stimulation, instruction/participation, closure, and follow-up according to Richards and Renandya (2002). Since the latter consists generic components that include the roles of the teacher and the students, it is presented in the following table.

Table2. 2 Generic components of a Lesson Plan (*Shrum& Glisan (1994)as cited in*

Richards and Renandya (2002:33)

Lesson Phase	Roles of Teacher	Roles of students
I. Perspective (opening)	Asks what students have learned in previous lesson preview new lesson	Tell what they have learned previously
II. Stimulation	Prepares students for new activity	Relate activity to their lives
III. Instruction/participation	Presents activity Checks for understanding Encourages involvement	Show understanding Interact with others
IV. Closure	Asks what students have learned Previews future lessons	Tell what they have learned. Give input on future lessons
V. Follow up	Presents other activities to reinforce same concepts Presents opportunities for interaction	Do new activities. Interact with others

As can be seen from the table above, perspective or opening stages serve to elicit the students' background knowledge, to revise the previous lesson, and to pave a way for the new lesson. Stimulation phase is an important phase that helps the teacher to relate the lesson to the students' real life situations. If students think that the lesson has something to do with their life,

they will be motivated to take part in the lesson actively. Brainstorming and discussion activities, developing ideas related to the topic, showing DVD or video clip, etc. are among the activities suggested by Richards and Bohlke during the opening phase that equates with Richards and Renandya's 'stimulation' phase.

'Instruction/participation' phase and 'sequencing' phase deal with issues like presenting activities, checking students' understanding and encouraging students. Richards and Bohlke stress on lesson sequencing. They mention the traditional P-P-P (Presentation, Practice, and Production) sequence and pass towards lesson sequencing in Communicative Language Teaching (CLT). They say, "In Communicative Language Teaching, a lesson often begins with accuracy-based activities and move toward fluency-based activities" (Richards & Bohlke, 2011:9). They also mention that pre-reading, while reading, and post-reading activities are formats for reading lessons. Similarly, they indicate that listening lessons also follow the same format. These authors mention that 'conversation lessons' usually start with controlled practice and move toward freer practices like 'role plays'. The other suggestions given by these two authors on lesson sequence are, "easier before more difficult activities", "receptive before productive skills" or "accuracy activities before fluency activities". They also mention the importance of smooth transition between different sequences of the lesson.

Closing a lesson, according to Richards and Renandya consists of asking students about what they have learned, and give a preview of the next lesson. This may help both the students and the teacher to revise the day's lesson and to be ready for the coming lesson. According to Richards and Bohlke, closing phase helps "to summarize what the lesson has tried to achieve... to suggest follow up work... prepare students for what will follow..." (2011:10).

Vii. Creates a motivation to learn and provides opportunities for success: This is another virtue of an effective lesson. Richards and Bohlke (2011:12) mention some points on how teachers work on maintaining the motivational level of their classrooms. The following questions can remind and help teachers to keep the motivational level of their students:

- Do I vary the way I teach my lessons?

- Do I include activities that are there primarily to maintain motivation (for example, songs and language games)?
- Can I find ways of making my tasks more interesting (for example, by presenting a reading text as a jigsaw reading)?
- Can I increase the personal value of my lesson to my learners (for example, by adapting an activity so that it centers on the students' lives rather than on characters in the textbook)?
- Can I build in more opportunities for success in my lessons (for example, by choosing activities that challenge, but do not frustrate learners)?

To conclude, language teachers should take informed decisions at all levels of the lesson. They should understand and implement the points discussed above in their language lesson planning, presentation and classroom management, because these are characteristics of effective lessons.

2.6 Supervision and Teacher's Professional Development

Supervision is a series of activities between a supervisor and a teacher with the objective of improving classroom performance. Professional development, on the other hand, is concerned with improving teacher's instructional methods, the ability to meet the students' needs, and their classroom management skills (Wanzare & Dacosta, 2000). Supervision, with its emphasis on collegiality and professional development is, is an important instrument in building an effective professional development program. In this regard, supervisors have the responsibility "for facilitating professional development and empowering teachers to make decisions regarding their instructional performance" (Beach & Reinhartz, 2000:128)

Different literatures in the area of supervision describe supervisory approaches differently. For instance, Goldsberry, (1988) mentioned three models, Acheson and Gal (1980) mentioned around five general categories. According to Wallace (1991), supervision is broadly classified into "general supervision" and "clinical supervision".

General supervision "refers to administrative or out of class supervision. It therefore focuses on issues like curriculum, syllabus, and the overall management structure of education both outside and within the school," (Sergiovanni and Starratt, 1983:291).

Clinical supervision, on the other hand, has as its goal "the professional development of teachers, with an emphasis on improving teachers' classroom performance"(Acheson and Gall 1992:1). It is designed to engage the supervisor and teacher in a supportive and interactive process that 1) provides objective feedback on instruction; 2) diagnoses and solves instructional problems; 3) assists teachers in developing strategies to promote learning, motivate students, and manage the classroom; and 4) helps teachers develop a positive attitude towards continuous professional development.

Goldhammer and Cogan (year) were the developers of a model of clinical supervision in the late 1960's. The clinical supervision model utilizes the collaborative approach by the supervisor and teachers to constructively and continually improve instruction (Goldhammer, et.al., 1980).

Clinical supervision is concerned with what goes on inside the classroom: "It refers to contact with teachers with the intent of improving instruction and increasing growth" (Sergiovanni and Starratt, 1983:292).It is the rationale and practice designed to improve a teacher's classroom performance.

Clinical supervision is a professional development method that has been shown to improve collegiality between or among the participants and improve teaching. It requires a high degree of mutual trust, as reflected in understanding, support, and commitment to growth. It is a process through which teachers share their expertise and provide one another with feedback, support, and assistance for the purpose of refining present skills, and/or solving classroom related problems. It is a model of supervision that is interactive rather than directive, democratic rather than autocratic, teacher-centered rather than supervisor-centered (Acheson & Gal 1980:8).

In many English language teaching settings, we can counter the negative attitudes that teachers have towards supervision by adopting an approach which is more interactive than directive, more democratic than authoritarian, more teacher- centered than supervisor-centered, more concrete than vague, more objective than subjective, more focused than unsystematic. Although each one of our teaching settings is distinct, we need a model of supervision that lends itself towards more productive supervisor/supervisee interactions and outcomes. Approaches that are characterized by honest dialog and constructive feedback will lead to professional growth and result in positive supervisor/supervisee experiences and outcomes.

Clinical supervision is one non-traditional approach that meets the criteria specified above. An examination of this approach reveals that the use of clinical supervision techniques can radically change supervisor/supervisee relationships, resulting in less stress and anxiety on the part of both the supervisor and teacher, and a more positive teacher response to supervision (Acheson & Gall, 1992).

2.6.1 Assumptions underlying the process of clinical supervision

Clinical supervision assumes teachers as responsible and competent professionals who desire help if it is offered in a mutually respectful way. The purpose of clinical supervision is to assist teachers to amend existing patterns of teaching. It assumes teaching as a complex set of activities that requires careful analysis. “Effective teachers should be prepared to question and evaluate their teaching seriously with a view to understanding the processes of teaching and learning, and in developing their own professional conduct” (Randall and Thornton, 2001:2). In clinical supervision process, both the supervisor and the supervisee work hand in hand to achieve a defined goal. According to Randall and Thornton, “The ultimate goal is to encourage the teacher to explore personal experiences and to arrive at personally derived plans for action” (Randall & Thornton, 2001:2).

2.6.2 Approaches to clinical supervision

Williams (1989) suggested seven principles that will help us during implementing teacher friendly clinical supervision. These include:

Developmental: The visit should aim to develop the teacher’s own judgments about what is going on in their classroom. It should enable them to evaluate their own teaching and make informed judgments.

Limited and focused content: We should not tackle too much in one visit. Focus and limit the content of learning according to needs. Develop in small steps.

Course-link: We should try to link the visit to the course. Theory and practice should be linked (i.e. link between taught course content and classroom work).

Teacher-centeredness: We should try to allow the teacher to take much of the responsibility for the observations. The visit should focus on teachers' needs and aspirations and maximize their responsibility within the process of the scheme.

Future development: We should try to leave the teacher with an instrument for self development. Build the teacher's skills and judgments so that they can operate independently later.

Positiveness: We should stress the positive aspects of the lesson, what went well and build on it. Focus on the positive while observing a 'growth' model rather than a 'deficit' model.

Flexibility: aim for self-assessment, ownership by users and clear allocation of responsibilities.

2.6.3 The role of clinical supervisor

It is clear that the quality of the supervisory relationship has a significant contribution towards the effectiveness of clinical supervision. This relationship will be maintained if each stakeholder clearly understands its role. Wallace (1991:110) suggests two basic supervisor roles in clinical supervision: One is more 'prescriptive', and the other one is more 'collaborative'. Both have their own contribution in the process of language teachers' professional development if handled properly. He contrasted these two as follows:

Table 2.3 Supervisor roles (Wallace, 1991:110)

Classic prescriptive approach	Classic collaborative approach
Supervisor as authority figure	Supervisor as colleague
Supervisor as only source of expertise	Supervisor and trainee or teacher as co-sharers of expertise
Supervisor judges	Supervisor understands
Supervisor applies a 'blueprint' of how lessons ought to be thought	Supervisor has no blueprint: accepts lesson in terms of what trainee or teacher is attempting to do.
Supervisor talks; trainee listens	Supervisor considers listening as important as talking
Supervisor attempts to preserve authority and mystique	Supervisor attempts to help trainee or teacher develop autonomy, through practice and self evaluation

Wallace (1991: 110) finally concluded his account of this contrast by saying, "The goal, however, should be increased collaboration: if handled properly, a more collaborative approach is likely to improve the effective relationship between supervisor and trainee."

2.6.4 Stages of Clinical Supervision

According to Acheson and Gall (1980), Goldhammer, et al. (1980), the structure of classroom observation/clinical supervision is composed of four steps:

2.6.4.1 Pre-observation Conference step

In this first step, the supervisor and the teacher come together to:

- identify the teacher's concern about instruction,
- translate the teacher's concerns into observable behaviors,

- identify procedures for improving the teacher's instruction,
- assist the teacher in setting self-improvement goals,
- arrange a time for classroom observation,
- select an observation instrument and behaviors to be recorded, and
- clarify the instructional context in which data will be recorded.

2.6.4.2 Observation step

This should take place as and when agreed, unless it is impossible to do so. The supervisor visits the teacher's class and collects the data related exclusively to the problem area. Observation can be made in many ways: tape-recording, video-recording, hand recording, ethnographic type, checklist, selective *verbatim* and analytic methods are the common ways of collecting observation data (Kumaravadivelu, 2003)

2.6.4.3 Data Analysis and Strategies step

The supervisor and the teacher analyze the data collected through classroom observation, interpret their analysis, and derive pedagogic implications.

2.6.4.4 Post-observation Conference step

The supervisor and the teacher come together and go through the analyzed data and strategies to be used to overcome the diagnosed problem. To get multiple perspectives of classroom events, selected students of the observed class are also included in a post observation conference for “a meaningful analysis of teaching acts, teachers, observers and learners have to function as collaborative partners in the joint exploration of classroom discourse.” (Kumaravadivelu, 2003: 290)

The aims of post-observation conferences are to:

- provide the teacher with feedback using objective observational data,
- elicit the teacher's inferences, opinions, and feelings,
- encourage the teacher to consider alternative lesson objectives, methods and reasons, and
- provide the teacher with opportunities for practice and comparison.

During the post observation conference, the supervisor is expected to give her/his comments or views to the supervisee. S/he may not be able to keep silent and listen throughout the post observation conference. They would rather choose non judgmental ways to pass their message. Brown and Levinson (1987) in Burns and Richards (2009:272) mentioned, “Supervisors often mitigate their speech to teachers upon delivering face-threatening acts.” Mitigation is defined as the “linguistic means by which a speaker deliberately hedges what he/she is saying by taking into account the reactions of the hearer” (Wajnryb 1995 in Richards and Burns, 2009:272).

Wajnryb used syntactic, semantic, and indirect mitigation strategies in her work. According to her, “syntactic mitigation included tense shift, aspect shift, person shift, particular clause structure and use of negation, modal verbs, and interrogatives to soften the critical message. Semantic mitigation devices included qualm indicators, asides, and lexical hedges, and hedging modifiers.” (Richards & Burns 2009:272).

Three types of indirect mitigation were mentioned in Wajnryb’s work. These included **conventionally indirect mitigation** in which “the criticism is built into the surface level meaning of the utterance”, **implicit indirect mitigation** which “entails making inferences about the supervisor’s meaning by forcing an interaction between what is said and the context in which it is said, and **pragmatic ambivalence** that involves speech in which the illocutionary force of the utterance is unclear” (Richards & Burns, 2009: 273). Wajnryb mentioned that “syntactic, semantic, and indirect mitigation strategies are common in supervisors’ speech to teachers during post-observation conferences.” (Richards & Burns, 2009: 273). Wajnryb mentioned the danger of over mitigation by saying, “some supervisorial conversations are so heavily mitigated that the potentially critical message can get lost. She called this **hyper-mitigation**, and others are so blunt as to put the teacher on the defensive; she described these kinds of mitigations as **hypo-mitigation**,” (2009:273). So, the challenge for language teacher supervision is delivering comment “gently enough that teachers can listen to it but clearly enough that they can hear it.” (Bailey 2006) in Burns and Richards 2009:273). Therefore, language teacher supervisors should be equipped with these mitigation strategies through an intensive practical training before they are engaged in supervision.

2.7 Supervising in-service EFL teachers

According to Bailey (2006:267), “One of the most challenging and rewarding supervision contexts is working with in-service language teachers”. In-service language teachers are those who are already employed and are actual practitioners. Bailey further mentioned the complexity of working with in-service teachers by saying, “The tricky thing about working with in-service teacher is, by definition, as employees, such teachers are already supposed to be competent”. Due to this, it is very difficult to give comments/suggestions for their improvement, let alone negative feedback.

Professional development activities designed to meet the needs and desires of experienced teachers should have the potential to guide these teachers into new and challenging roles; expose them to new information in the field; and lead them into fruitful self-reflection, collaboration with colleagues and investigations within their own classrooms. Appropriate areas of focus for these activities include action research; mentoring, coaching, and observation; and opportunities for reflection.

Supervising teachers recognizes four basic categories of teachers, pre-service, novice, tenured, and veteran. Pre-service supervisory activities are aimed at certification; supervision for novice teachers entails induction. The purposes of supervising tenured or veteran teachers are maintenance, improvement or remediation (Nolan & Hoover, 2003). In like manner, These four groups of teachers can benefit from clinical supervision intervention. However, the in-service venue includes novice, tenured and veteran teachers.

Since teaching is a dynamic decision making process (Williams, 1989), it is one of the things that one should understand and consider before conducting in-service teacher classroom observation. EFL teachers may perform many decisions in one class session. Some decisions are made during lesson preparation; others are made while presenting the lesson; and still other decisions are made after the lesson, etc. According to Bailey (2006:269), proactive decisions are decisions that are made ‘prior to teaching as teachers explain their lessons, online or interactive decisions are those ‘made during real time as teachers work with learners’. The decision that teachers make when reflecting on their teaching, or marking students’ paper, is called after class/lesson decisions. Bailey mentioned that some decisions teachers make are observable whereas many of

their decisions are not observable. “They (teacher’s decisions) happen privately and in seconds as teachers conduct lessons.” (Bailey, 2006: 269). These unobservable decisions create a problem for classroom observers. It is impossible for the observer to know what influences the teacher’s decision.

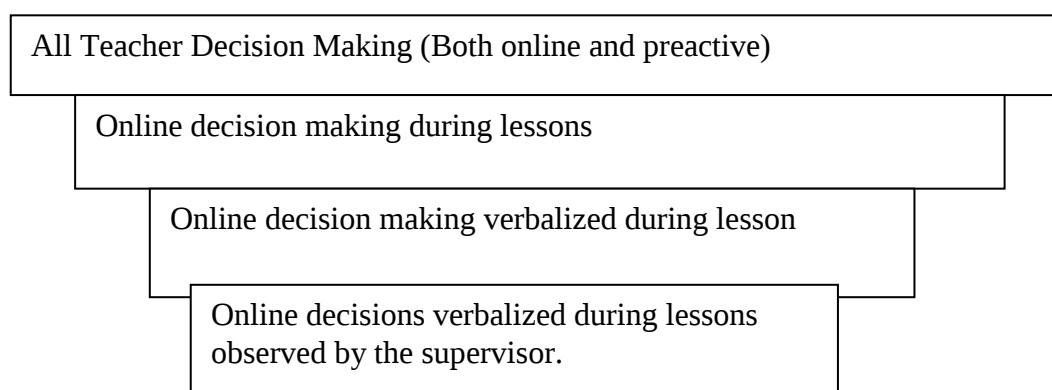


Figure 2.1 Subsets of teacher decision making

This diagram clearly shows teachers verbalized/observable decisions are very small compared to all the decisions teachers make. As a result, observers/supervisors need to ask the observed teachers about their unobservable decisions. This can be done through applying different mechanisms like stimulated recall method. Stimulated recall, according to Bailey (2006: 269), is a process that “assumed the use of some tangible (perhaps visual or aural) reminder of an event that will stimulate recall of the mental processes in operation during the operation itself”. Therefore the observer may use instruments like video/audio recorder, field notes, and selected verbatim to record the classroom practices. Later, these records can be used to stimulate the recall of the observed teacher.

2.8 Theoretical frameworks to examine the supervisory process

Two “influential theoretical frameworks” (Randall & Thornton, 2001) namely, social constructivism of Neo-Vigotskian thinkers and Kolb’s experiential learning have been used.

2.8.1 A social constructivist model

According to Williams & Burden (1997: 43), “social interactionism emphasizes the dynamic nature of the interplay between teachers, learners, and tasks, and provides a view of learning as arising from interactions with others”. It underlines that learning is not an isolated task; it is the sum total of the interaction between/among participants and the environment.

Williams & Burden (1997:43) identified four key sets of factors which influence the learning process. They are *teachers, learners, tasks and the context*. These four factors should be involved for learning to take place. “They all interact as part of a dynamic, ongoing process ...teachers select tasks which reflect their beliefs about teaching and learning. Learners on their part, interpret tasks in ways that are meaningful and personal to them as individuals. Task is the interface between the teacher and learners...” (William & Bruden, 1997:43)

This shows that learners do not necessarily learn what the teacher intends them to learn; they have their own personal way of learning. They select and transform information, construct hypothesis, and make decisions based on their schema. They provide meaning and organization to their learning experience, and sometimes go beyond the information given to them by their teacher (Brunner, 1990).

Social constructivists underline that “Knowledge is not something ‘out there’ to be learnt, but that knowledge is socially constructed through interaction and dialogue.” (Randall & Thornton, 2001:51). The following are some of the key concepts of the constructivist theory of learning that are important to our understanding of the role of a clinical supervisor in the feedback session as they are mentioned by Bruner,(1990:51-52):

- Knowledge is constructed by dialogue, usually between a learner and a more expert individual;
- Knowledge or concepts exist first of all on an inter-psychological plane (in social interaction) and then on an intra-psychological plane (within the mind of the learner);
- Learning of new ideas, or ‘appropriation’, takes place when concepts move from the inter to the intra –psychological plane.

- This process of appropriation is mediated by ‘tools’- cultural symbols, the most important of which is language;
- For each individual, there are concepts /skills which are on the edge of their knowledge. They are said to be the individual’s ‘Zone of Proximal Development (ZPD)’. These concepts/skills are activities which the individual can manage with help from another more expert individual, but cannot manage by themselves;
- The process of helping an individual through the ZPD and thus helping them to appropriate a new concept/idea has come to be called ‘scaffolding’.

The major theme of constructivism is that learning is an active process in which learners construct new ideas or concepts based upon their current/past knowledge

2.8.2 Kolb’s experiential learning and the practice cycle

Kolb’s experiential learning cycle (Kolb, 1983 in Randall & Thornton, 2001) explains how people learn from experience. Concrete experience, Reflective observation, Abstract conceptualization, and Active Experimentation are the types of learning in Kolb’s experiential learning cycle. Kolb’s theoretical model particularly applies to adult learners. For Kolb’s experiential cycle, experience is the “essential element in the process of effective learning” (2001: 45). Kolb’s idea of the effect of individual learner’s prior experience on their learning is also reflected by Carl Rogers, an influential thinker in the development of humanist approaches to counseling and learning.”...there is only one truth about modern man and that he lives in an environment that is constantly changing... The only man who is educated is the man who has learnt how to learn...The most socially useful learning in the modern world is the learning about the process of learning. (Rogers, 1969 in Randall & T.2001:45)

According to Randall & Thornton (2001: 46), “Central to Rodger’s thinking is the idea of learner as an active and self directed being, which forms an important underlying concept when we come to consider approaches to feedback session”. A four stage process of Kolb’s experiential learning cycle can be expressed diagrammatically as follows:

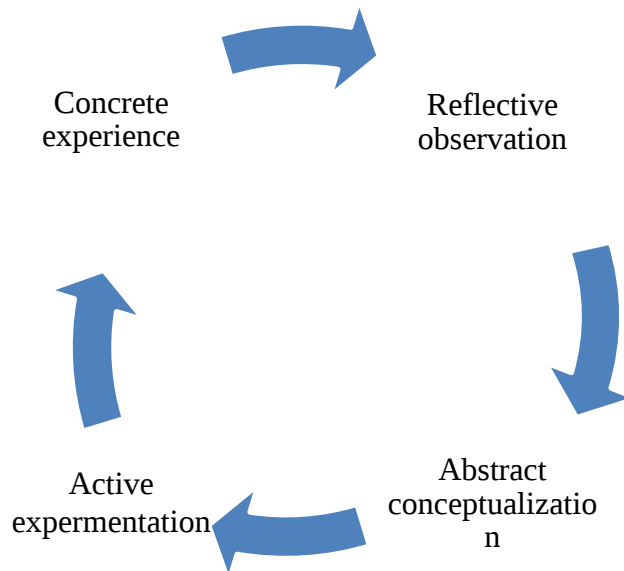


Figure 2.2 Kolb's experiential learning cycle

It is a format of retrospective introspection (reviewing past and self examination). Its four elements work together to make learning from experience possible. Randall and Thornton (2001:47) related the different types of learning involved in experiential learning to the teaching practice cycle. Concrete experience relates to the lesson; the role of the advisor at this stage is to observe the teacher's classroom practice to bring data (evidence) to the feedback session on, "the way that the teacher has met the pre- agreed targets for the lesson.

Kolb's reflective observation is related to the post lesson feedback session; the role of the advisor at this stage is to "guide the teacher to reflect on the process using the evidence produced by observation". It is also the stage where the advisor encourages discussions on the deep structure of teaching. Active experimentation, on the other hand, relates to pre-observation conference where the advisor's role is to discuss the use of principles derived from the lesson. Kolb's model considered the teacher as an individual learner; it considered the individual teacher as a central player of the learning process.

2.8.3 Socio Cultural Theory and Language Teacher supervision

Socio-cultural theory is one way of understanding the supervisory process. It is derived from educational psychology. "In socio-cultural theory, which a person can do confidently and

independently comprises an area of self-regulated action” (Richards and Burns, 2009:274). As Van Lier 1995 in Burns and Richards (2009:274.) stipulated, “Beyond that (*the self regulated action*), there is a range of knowledge and skills which the person can only access with someone’s assistance.” Van Lier further mentioned, “These skills and knowledge that are within reach with guidance are called the *zone of proximal development*, or ZPD. Anything outside the circle of proximal development is simply beyond reach and not (yet) available for learning” (2009: 274). So, according to this theory, one way of providing resources for supervisee teachers’ zone of proximal development (ZPD) is the assistance they get from their supervisors. Ruedia (1998) in Burns and Richards (2009:274) summed up five principles from socio-cultural theory that supervisors can use in guiding teacher development. These include:

- Joint productive activity among leaders and participants,
- Teacher supervisors can promote learners' expertise in professionally relevant discourse,
- Contextualizing teaching, learning, and joint productive activity in the experiences and skills of participants,
- Challenging teachers toward more complex solutions in addressing problems, and
- Engaging participants through dialogue, especially the instructional conversation.

Rudea’s five principles, according to Richards and Burns, (2009:274), “apply to discussions among language teachers and supervisors.” They further mentioned their view that the discussions and learning relationship should not be unilateral. Supervisors should learn from teachers as well. I personally share their view in that collaborative development needs active and equal participation of both parties involved in the process. Clinical supervisors should make themselves ready to learn from their supervisees, and vice versa. In line with this, Edge (1992:4) said, “I need someone to work with, but I don’t need someone who wants to change me, and make me more like the way they think I ought to be. I need someone who helps me see myself clearly...”

2.8.4 Models of clinical supervision

Clinical supervision, according to Wallace (1991:108), accepts, “The reflective model of professional development.” It is a mode of training which demands a face-to face interaction

between the teacher and the supervisor with reference to some classroom teaching that has previously been observed, the aim of the interaction being to discuss and analyze the teaching with a view of the professional development of the teacher” (Wallace, 1991:109). Different scholars in the area suggested different models of the supervisory processes of clinical supervision.

Freeman (1982) mentioned three approaches to clinical supervision of in-service teachers. These he calls: (1) the supervisory approach, with the observer as authority and arbitrator; (2) the alternatives approach, with the observer as provider of ‘alternative perspectives’; and (3) the non-directive approach, with the observer as ‘understander’. Freeman’s classification is based on person-centered counseling, one of the central tenets of humanistic counseling (Randall & Thornton, 2001). These approaches are related to different stages of in-service development and the type of questions which might be asked at each stage.

Table2. 4 Three approaches to observation (Freeman, 1982: 27)

Stage	Questions	T R A I N I N G	D I R E C T I V E M E N T	Approaches
I.	What do I teach?			<i>Supervisory approach:</i> Observer as authority/arbitrator.
2.	How do I teach what I teach?			<i>Alternatives approach:</i> Observer as provider of alternative perspectives.
3.	Why do I teach what I teach? Why do I teach the way I do?			<i>Non-directive approach:</i> Observer as understander.

The diagram summarizes Freeman's three approaches to observation which the teacher must pass on the road from training to development (Freeman, 1982). Gebhard, (1984), on the other hand, increases the number of supervisory models into five. These include: (1) directive supervision, in which the supervisor’s role is to direct and inform good model teaching and finally evaluate; (2)

alternative supervision, in which alternatives may be suggested either by the supervisor or by the trainee (teacher); (3) collaborative supervision, in which the supervisor actively participates with the teacher in any decisions that are made, and attempts to establish a sharing relationship; (4) non-directive supervision, in which the supervisor is non-judgmental, but does not share responsibility; (5) creative supervision, in which the supervisor uses any combination of the above, or shifts the responsibility to another source.

Wallace commented on these two varieties (Freeman's and Gebhard's) of clinical supervision as they "necessarily compressed and omit much anecdotal and exemplificatory material that is of interest to the language teacher educator" (Wallace, 1991: 109). Edge (1992), while not dealing with supervisory styles as such, has identified nine ways of interacting, which are important for encouraging and nurturing collaborative development. The following are Edge's stages and skills:

Table 2. 5 *Edge's three stages of feedback and related generic skills (Randall & Thornton, 2001: 63)*

EXPLORATION	Attending (listening and understanding). Focusing (helping the teacher to focus on the personally important).
DISCOVERY	Thematizing (linking things said by the teacher together, or to a central theme). Challenging (the coherence of the speakers' ideas). Disclosing (talking about the advisor's own experiences for the teacher to use as comparison and contrast)
ACTION	Goal-setting (helping the teacher to decide what should be done next) Trailing (actually talking through what the teacher will do) Planning (making arrangements, administrative and otherwise to put the proposed behavior into effect).

As we can clearly observe, all the three authors share the idea that advising should be client-centered. They believe that the supervisee teacher should lead the whole process, and the supervisors (advisors) should work with him/her collaboratively. They all agree that all the discussions should be led by the supervisee teacher as the goal of the supervision is to help the supervisee teacher to become a reflective practitioner. "However, what is fundamental to the idea of Freeman and Gebhard is that supervisors/advisors have *choices* about how to intervene in supervision." (Edge, 1992: 63). Their model clearly depicts that the teachers' development need is based on their stay in the profession (experience based. What do I teach is the question of

novice teachers? How do I teach is the question of beginners (with some years of teaching experience), and ‘why do I teach the way I teach?’ is the question of veteran teachers (those who stay for long years in the profession). So, teachers may respond to directive-approach at an early stage, alternative approach during their middle years of experience, and non-directive approach when they are highly experienced.

Egan (1994), on the other hand, proposed an eclectic model and described it as “eclectic approach to counseling”. The previous models are based on humanistic/person-centered school of thought that prioritizes the role of the client (supervisee teacher) in solving their problems. The basic assumption of these approaches is that both the supervisor and the supervisee are trustworthy, genuine and have mutual trust and understanding. Egan, however, believes in the fact that the effective supervisor should plan with the aim of utilizing good ideas from different approaches and integrates them in an effective model of helping. So, Egan’s model is not derived from a single school of thought. We can identify two central tenets from Egan’s model. The essential elements of Egan’s model are summarized by Randall & Thornton as follows:

Table2. 6 Essential elements of Egan’s model (Randall & Thornton, 2001: 67)

Helping as a problem solving process	The aim of the process is to allow the client to solve their problems.
Helping as an educative process	The goal of the helping process is learning (unlearning, relearning and new learning).
Helping is a collaborative process	The process is a collaborative one between the helper and the client.
Helping is a cognitive behavioral process	The aim of the process is to help clients to change the way they act through a new understanding of what they are doing.
Helping is a client-centered process	People are seen as active interpreters of the world. The aim of the process and the helper is to provide the client with the skills and knowledge to solve the problems.

Egan’s model includes a cognitive behavioral model which assumes the emphasis on both the beliefs and attitudes of the actors as well as their behavior; and a Human-centered model that

assumes the advisor and the client are trustworthy and individuals have a drive for self actualization. It is similar with Edge's three stage model in many ways. Both start from the exploration with the teacher of the experience of the lesson, then move on to the discovery of new insights, and conclude with the suggestions for action.

2.8.5 Conceptual frameworks of the research model

The study used Egan's eclectic model of counseling as it suits its purpose. The essential elements of Egan's model which include: Helping as a problem solving process, helping as an educative process, helping as a collaborative process, helping as a cognitive behavioral process, and helping as a client-centered process perfectly match with the goal of the clinical supervision. These can be practical through a three stage model. The study intended to process its intervention (clinical supervision) in three main process stages namely, pre-observation conference, lesson observation, and the post-observation feedback/debriefing. The data analysis and interpretation stage is considered as part of the post-observation step. So, the following model (Egan's model of counseling) is used as the model of this research.

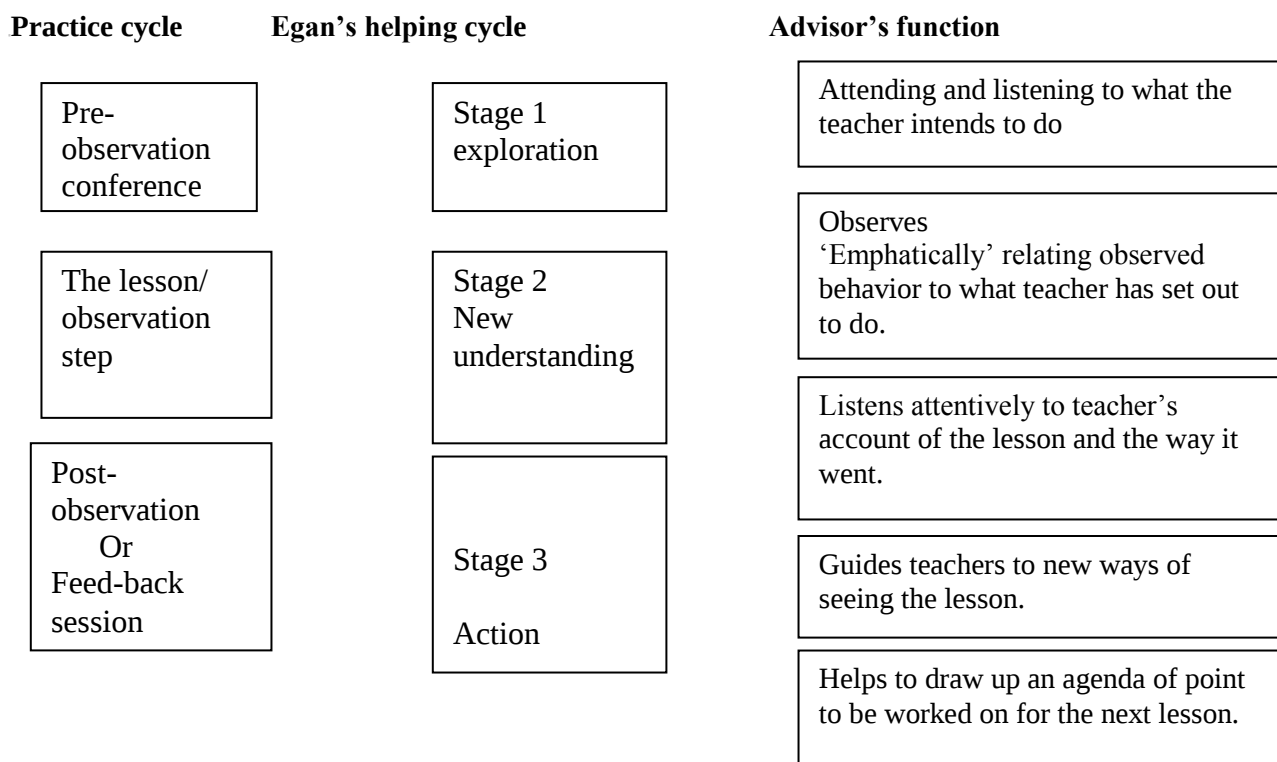


Figure 2. 3 Egan's model (Randall & Thornton, 2001)

In the above model, the role of the advisor is to provide guidance for the teacher, to critically analyze and draw out new principles from the teaching experiences and then to use those principles in the next lesson through the drawing up of a plan of action.

CHAPTER THREE

RESEARCH DESIGN AND METHODOLOGY

3.1 Research design

Research design is the path or plan and procedure for the study which provides the overall framework under which the study is conducted. It encompasses a procedure involved in research process: data collection, data analysis, and writing the report (Creswell 2012:20). It also provides a plan for sampling design (guideline for sampling technique and the sample size), methodological design (methods and instruments to be used for data collection), and data gathering decisions from broad assumptions to detailed method of data analysis (Cohen, Manion and Morrison, 2007:79).

In this study, qualitative case study design is used. Stake (1995) as cited in Creswell (2007:244) states that qualitative case study is a design in which the researcher endeavors to make an in-depth study of a single unit or a bounded system (individuals, a program, an event, a process, etc. limited by time or number). Bryman (2008:691) similarly says that qualitative case study design is a research design that entails the detailed and intensive analysis of a single case or collective cases. A case study research, according to Lodico, et al (2010: 269-270), helps the researcher to discover meaning, to investigate process, and to gain insight into an in-depth understanding of a process, a situation, a group or an individual by collecting detailed information using a variety of data collection procedures. Thus, I chose to follow a qualitative case study design for my study because it helped me gain a deeper understanding of processes, activities, topics and issues in my research problem, and answer my research questions.

Therefore, qualitative descriptive data of this case study was obtained from participant teachers' interview, school administrators' interview, participant teachers' classroom observation, and participant teachers' project evaluation.

3.2 Participants of the study

Selected grade 9 English language teachers, English language department heads and the academic vice principals of the two sample schools were participants of the study.

3.2.1 Teachers

Randomly selected grade nine teachers of English in Hawassa Tabor Secondary and Preparatory School, and Alamura Secondary School were participants of the study. These schools are situated in Hawassa city, SNNPR.

The total population of grade nine English teachers of the sample schools was twelve. There were seven EFL teachers in Hawassa Tabor Secondary and Preparatory School. From these, two were male and five were female teachers. Similarly there were five grade 9 English teachers in Alamura Secondary School. All were female. The number of female teachers exceeds the number of male teachers at lower levels but male teachers dominate the preparatory program. So, six teachers (one male and five female) were participated in the study. The selection of these participant teachers was done using simple random sampling technique. So, three teachers from Hawassa Tabor, and three teachers from Alamura Secondary School participated in the study.

Two English teachers from these schools participated as co-observers. These teachers were selected among well experienced and competent English teachers of their respective schools by the help of the school's English department. They were not teaching in grade nine. The purpose of involving co-observers in the study was to increase the validity of the observation data by inter-observer agreement.

The co-observers and the participant teachers were given a half-day orientation training. The purpose of the orientation training was to create awareness for both groups on the objective and processes of clinical supervision. Contents of the training include: the role of school-based clinical supervision on in-service EFL teachers' professional development, stages of clinical supervision, feedback provision, etc. To make points clear, fictitious classroom episodes were presented for analysis. Trainees were expected to reflect on the situations in each episode individually and in small groups. Then, the trainer finally provided his reflection on the episodes. The purpose of the trainer's reflection was to acquaint the trainees with the clinical supervisory processes and with the science of advising and supporting teachers. It also helped the trainees to identify the role and relationship of the supervisor and the supervisee teachers during the whole process. I prepared the training guideline and conducted the training accordingly. The major references used during the preparation of the training manual were: Randall & Thornton, (2001);

Mcntyre, Burn, and Hagger (1995); and Bailey (2006). These materials were chosen because they have cases, stories and photocopiable training materials. The researcher included comments of his colleagues and his adviser into the contents, objectives and procedures of the orientation training guideline for its betterment.

After the orientation training, the two co-observers participated in the whole process of the intervention observing what the researcher was doing (how the researcher conducted pre and post observation meetings with teacher).

3.2.2 School administrators

English Department heads and academic vice principals of Hawassa Tabor and Alamura secondary schools were participants of the study. They became participants because they were structurally responsible to perform the customary supervision in their respective schools. So, their conceptions concerning classroom observation and teachers' professional development was considered important for the study.

3.3 Instruments of data collection and the procedures used

Structured interview, classroom observation, and participants' program evaluation were the instruments employed in the study.

3.3.1 Teachers' interview

Structured interview models were employed as they are less flexible. Basic questions and clarification questions were asked. The exact wording of the basic questions was predetermined and all interviewees were asked the same questions in the same order. Clarification questions were also asked when necessary to probe responses to the basic questions.

The six grade nine English teachers were interviewed. Tape recorder was used to collect the interview data after getting the participants' full consent. The interviews were conducted before the clinical supervision intervention (before any observation). It was conducted in Amharic to get the participants' ideas fully without language obstruction. Then, the recorded data were translated into English during transcription. The interview was done in the teachers' work place, usually in their break time.

The interviews had three main foci. These include:

- The participants' background of language learning and teaching;
- The participants' views and understandings, preferences, etc. of classroom observation, and
- The participants' conceptions of teachers' professional development.

3.3.2 School administrators' interview

Structured interview model was employed to interview participant school administrators. Four school administrators were interviewed. They were academic vice principals and department heads of the two schools. The purpose of the interviews was to get the school administrators' conceptions on classroom observation and on in-service EFL teachers' professional development. The interviews were conducted in the participants' work place in Amharic. Using Amharic made the participants feel free to speak. Audio-recorder was used to record the interview data upon the participants' consent. Then, the recorded data was translated into English during transcription.

3.3.3 Classroom Observation

Observation is a data gathering instrument that gives the researcher an opportunity to gather live data from a naturally occurring social context. Since it provides first hand information, it has the power of yielding more valid and authentic data (Cohen, Manion, and Morisson, 2007).

Observation as an instrument of data collection can be divided into two types- participant and non-participant. Participant observation refers to the method of observation in which the researcher is an active member of the entity. Non-participant observation, on the other hand, refers to observation where the researcher is not taking any part in what goes on, and limits him/herself to documenting what he/she hears or sees the participants of the research say and do.

Accordingly, non-participant classroom observation was used as a main data gathering instrument for this study.

3.3.3.1 Preparation phase

Pre-intervention observation was conducted for the six participant teachers. The purpose of the observation was to collect initial (base-line) data on the lesson presentation and classroom management skills of the participant teachers. After the first observation, a half-day orientation training was given to co-observers and participant teachers as mentioned earlier.

3.3.3.2 Observation procedures

One participant teacher was observed four times throughout the study. Since there were six participant teachers, 24 (twenty four) classroom observation sessions were conducted throughout the study period. Each observation session covered 40 minutes (one period).

The first observation was conducted on the fourth week of September 2012. The purpose of this session was to gather initial data on the conventional classroom practices of the participant teachers. This observation session did not have pre-observation and post observation conferences. The researcher observed each teacher focusing on their lesson presentation and classroom management skills. Field note was used as data gathering instrument.

The remaining three observation sessions were considered as clinical supervision processes and were conducted with appropriate pre-observation meetings, observations, data analysis and interpretations, and post-observation discussion phases. Field notes and video recording (only for the last two lessons) were used to gather observation data. These observation sessions were conducted between the first week of October and the fourth week of December 2012. Qualitative observation data were taken from successive pre observation, observation and post observation activities.

3.3.3.3 Video recording the lessons

Two lessons of each participant were video recorded with their consent. The first and the second observation sessions were not video recorded because the participants did not give me their consent to be recorded. They agreed to be video recorded after the first post-observation session (i.e. the second observation session). The recording would start after the researcher took up a position he thought would provide him with a wide angle to catch as much of the classroom interaction of both the students and the teacher. Then, the machine was allowed to run the full

course of the lesson which was forty minutes. I did not want to be selective in recording as done usually in video recordings of classrooms for study purposes, because the researcher wanted to have as full reproduction, with due acknowledgment of the effect the recordings may have on teacher and student behavior of the classroom situation. The purpose of having the full length of the class teaching on tape was to use it for post-observation discussion.

As I did the recording myself, I did not do additional note taking while the recording took place. This was compensated by later viewing the recorded lessons and transcribing classroom interactions in line with the pre-observation meetings. When the video recording machine faced some challenges including battery loss, machine technical failure, etc. the researcher immediately reverted to taking notes to supplement the missing part. Moreover, the co-observers usually took field note data for each observation session. Their recordings were compared with my recordings. We negotiate on the areas of differences and compile one common observation field note data for the observed lesson. This in turn was used to increase the validity of the observation data because each other's findings were cross checked.

3.3.3.4 Pre-observation meetings

The pre-observation meeting would start with the teachers briefing about her/his plan. The teacher would explain to me about the classroom situation, situations of students, the day's topic, lesson objective(s), presentation strategy, observation time, and area/s s/he wanted the observer to pay special attention to while observing. The observer was asking for clarification when necessary and was taking notes. The pre-observation meeting helped us (the teacher and I) to be familiar with each other. It paved a way for future clinical supervision processes and relationships. It also helped us to be focused during our post-observation discussions.

3.3.3.5 Post-observation meetings

The post-observation discussions would start with the observers' briefing of how they suggest the discussion would go. They would explain to the teachers that the purpose was to watch the video and/or to listen to the description of the classroom events from the observers' detailed field notes. When the tape played or when the classroom events were narrated, either the teacher or the observers would suggest a pause at the points they felt to comment on. The comments, then, were recorded on field notes. The observers usually asked the teacher to reflect on some leading

questions about the achievement of lesson objective/s, the appropriateness of procedures followed to present the lesson, classroom organizations, etc. The whole details of the post observation meetings were carefully recorded by observers and used as a post-observation data.

3.3.4 Participants' Project evaluation

Participant teachers were asked to evaluate the whole process and impact of the clinical supervision intervention they passed through. They were asked to tell the weakness, strengths, lessons, etc. of the whole period and the process of the intervention.

3.3.5 Ethical considerations

Throughout all phases of the research, a researcher should be responsible for the integrity (moral principles and professional standard) of a research. The researcher should show respect to the audience who will read and use the information from the study. The study should also be conducted and reported honestly (O'Leary, 2004:50; Creswell, 2007:44). This study involved teachers and administrators. Accordingly, great care was taken to ensure that the procedures used to collect data are ethical. The researcher strived to be open and honest as much as possible. Before the field work, I wrote a letter to the schools where the study was conducted and obtained consent from the schools and the participants. I clearly informed the participants regarding the aim of my study. They were also informed that participation in the research is voluntary, and they can withdraw from the research at any time. I secured the anonymity and confidentiality of the information of the participants. I used codification to represent participants/respondents as T 01, T 02, T 03... for teachers, Ad 01, Ad 02, Ad 03... for administrators, where 'T' stands for teachers, and 'Ad' stands for administrators. Sample schools were also codified as school 1 and school 2.

3.4 Methods of data analysis and interpretation

The data for this study were qualitative. The procedures for analyzing all qualitative data were the same. Each data set was read several times to gain some sense of the main ideas being expressed. Then, the data were coded and categorized. Finally, it was interpreted. Details on the treatment of data obtained through each tool will be discussed as follows:

3.4.1 Method of Analyzing interview data

Interview data are qualitative in nature. In this study, they were audio-recorded and transcribed. The transcribed data were condensed into meaningful segments or coded, and then the codes were combined to a broader category. The coding and categorizing were done with the help of Open Code 3.6. Finally, the data were discussed and interpreted. Open code 3.6 is a computer software developed in 2009 by department of public health and clinical medicine at Umea University, Sweden. It is a freely distributed copyrighted program known as “free ware” for handling qualitative information. The researcher decided to use this software because it is free and easy to be used. The researcher also came across similar software called Atlatis.ti. But, it was not a free ware. Furthermore its usage is complicated and needs training.

3.4.2 Analysis of classroom observation data

Data from classroom observation were gathered by video-recordings and/or field notes. The recorded lessons were discussed with the observed teacher during post-observation discussions. The video recorded lessons were supplemented with classroom observation field notes when necessary (when the record lacks clarity or completeness due to technical failure.) during the post-observation discussions.

The observed teachers’ lesson presentation and classroom management skills were thoroughly discussed and interpreted after each observation session. The discussions tried to indicate whether or not the teachers’ lesson presentation and classroom management skills showed improvements from observation to observation and the changes in either case were recorded and used as qualitative research data. Both the pre and post observation discussions were based on the principles of language teaching and learning.

CHAPTER FOUR

DATA ANALYSIS AND DISCUSSION

4.1 Introduction

This chapter focuses on the discussions and results of the main studies conducted.

4.2 The Main Study

The main study was conducted during the first semester of 2012/2013 academic year in Hawassa city, SNNPR. The researcher had made some visits to the schools prior to starting his work. These visits were used to get permission from the school administration and participant teachers. In the end, a complete set of data were obtained from six participants (three from Hawassa Tabor Secondary and Preparatory School and three from Alamura Secondary School). In addition to teachers, two English department heads and two academic vice principals of the two schools were interviewed on their views of teachers' professional development, classroom observation objectives and practices, etc.

The following report relates to the six teachers and four school administrators.

4.3 Participants selection

All grade nine English teachers in the sample schools were invited to participate in the study and six teachers were randomly selected as participants.

There were seven grade nine English teachers in Hawassa Tabor Secondary and Preparatory School. Among these teachers, two were male and five were female. In Alamura Secondary School, on the other hand, there were five grade nine English teachers. All were female. So, two female and one male teacher were taken from Tabor and three female teachers were taken from Alamura as participants of the study. They had been briefed about the intention of the study and what it would entail on their part. It took half a day to brief the purpose and process of the study for participant teachers and co-observers. The briefing created awareness on the time and other demands that the researcher had put on them once they agreed to participate in the study. The study was conducted in both schools after receiving the school principals' agreement.

The researcher briefed the participant teachers on his desire to observe their classrooms while they are teaching and take a video record of their classroom teaching for post-observation discussion. They were told that the study demands commitment and their complete agreement.

Discussion was made with the English department heads and their secretaries about a teacher who can work with the researcher as co-observer. School 1's department head proposed a female English teacher (who is also the secretary of the department as departments in high schools nominate a head and a secretary at the beginning of each academic year) to work with the researcher because she had participated on the Training of Trainers (ToT) for school-based English mentoring. The researcher briefed her about his objectives and she agreed to work as a co-observer throughout the study. Her training helped the researcher a lot, especially during post observation discussions. School 2 proposed a male teacher who was teaching in grade ten and the researcher briefed him too, and he worked with the researcher throughout the study period. The purpose of having co-observers was to minimize the researcher's unintentional bias.

4.4 Results of the study

As mentioned earlier, this study was qualitative. Due to this, structured interviews, successive classroom observations and participants' project evaluation were used. Accordingly, the following discussions are on the results of these qualitative data:

4.4.1 Results of teachers' interview

The researcher began his discussion by presenting some background information about each of the six teachers who successfully completed all phases of the research. This part is mainly drawn from the information gathered by the structured interview conducted with each of the participant teachers. The purpose of presenting personal details and relevant events of the participants' professional lives is to find out how much of what they think at present about their job as English teachers is influenced by their background experiences, and to generalize the findings for English language teachers with similar circumstances.

4.4.1.1 Teacher 01

Teacher 01 has been working as a teacher in School 1 for about two years. She has been teaching for 29 years. She upgraded her level from certificate to diploma, and then to first degree. She

went to the evening program of the nearby college of teacher education for her diploma and to the continuing program of the nearby university for her first degree. Among her vast teaching experience, she taught English in the high school only for four years. Her interest was to become a mathematics teacher, but she became an English teacher as she was placed in the department of English at college. She is neither happy nor sad on her current teaching career.

4.4.1.1.1 Language Learning Experience

When she was a student, her English classes were mainly grammar focused. She remembered that most of her English teachers used to give grammar exercises frequently. Some teachers, however, taught vocabulary lessons dominated by grammar activities. She also remembered that her teachers dominated the teaching and learning processes in the classrooms. The teachers' role was asking questions and the students' role was responding to teachers' questions, not vice-versa. Whenever they (her English teachers) asked questions, they usually gave chance to active students who raised their hands first. Her teachers did not give their attention to all students equally.

When she was asked about her teachers' classroom management skills, she said that they used punishment as a means of maintaining discipline and they usually preferred whole class teaching than pair /group work. Teacher 01 believes that there exists individual differences among her students in a classroom and she thinks the source of these differences is the students' background. She further mentioned that some of her students are from the city while some others are from the nearby rural villages and woredas. She observed that students from the city are better in learning English than those from rural areas due to their exposure to English. The teacher mentioned that she tried to address the individual differences by trying to design and present lessons that involve all students. She said, "*I usually ask questions randomly (without focusing on students that raised their hands)*" (Refer appendix A3). She believes that motivation plays a major role in English language classrooms.

She believed that her language learning experience influenced her current language teaching practice. She said "*I am inclined to teaching grammar than other skills just like my teachers*". (Refer appendix A3). She said that she did not come across anyone as a model language teacher.

4.4.1.1.2 Conceptions of Professional Development

Teacher 01 understands professional development as short-term in-service trainings and workshops. She also believes reading professional literatures can help her to grow professionally. Because of this, she participated in a two days training on Continuous Professional Development (CPD) last year (i.e. 2010/2011 academic year). She usually reads different books related to the teaching of English Language. Her long term professional goal is to pursue her education up to PhD level in Teaching English as a Foreign Language (TEFL).

4.4.1.1.3 Familiarity with any Form of Supervision

Teacher 01 was familiar with supervision. She said, she was observed by the department head and the academic vice principal at a regular basis (once a semester). The purpose of the supervision was appraisal (evaluation).

4.4.1.1.4 Conceptions of classroom observation, experience, preference...

Teacher 01 believes that classroom observation is necessary in schools. However, she remembered her first classroom observation experience as frustrating because the objective was '*fault finding*' (Refer appendix A3). She believes that the objective of classroom observation should be educative. It should be a process in which teachers learn from one another. She mentioned that she does not mind knowing the exact time she will be observed, but she prefers to be observed from two to three times a year by a fellow English teacher (a colleague). During observation, she preferred if the observer sits at the back seat and stays as much as s/he (the observer) wants to stay. After the classroom observation, she wants to get feedback immediately through discussion. She does not want to be evaluated (given grades) by the observer.

4.4.1.2 Teacher 02

Teacher 02 has served for 12 years out of which three years have been devoted to teaching English in high schools. She started teaching as a primary school teacher and then upgraded from certificate to diploma and from diploma to first degree. She remembered her elementary school English teacher who usually appreciated and acknowledged her every effort. Starting from that time, she was interested to become an English teacher. She is happy in her teaching job.

4.4.1.2.1 Language Learning Experience

Teacher 02 said, “*When I was a student, grammar and vocabulary derived from the reading passage were the leading activities*” (Refer appendix A3). She mentioned that most of her teachers used verbal appreciation like, ‘excellent’, ‘bravo’, ‘keep it up’... to motivate their students. Concerning her teachers’ classroom management, she said that they used a method that could help students to focus on their learning than other things. “*They kept students busy*” she said (Refer appendix A3). Whenever they asked questions, they focused on students who raised their hands. They did not give chance to others who did not raise their hands.

According to Teacher 02, individual differences in language classroom are natural. She said that the sources of these differences are mainly the students’ family background. Some are from educated families and some are not. Those who are from educated families have good performance than those who are not from educated families. She said that she tried to be inclusive in her teaching.

Teacher 02 believes that motivation plays a vital role in a language classroom. She said, “*I motivate my students to know five new words every week and add them in their vocabulary bank which I told them to prepare at the beginning of the academic year*” (Refer appendix A3). I told them that by doing so, they could imagine how many new words they would learn in one month, one semester...etc.,” she said.

Regarding the influence of her language learning experiences on her teaching, she said that it has influenced her current teaching in many ways. For example, she said, “*I used to appreciate my students’ every attempt verbally (by saying excellent, good, bravo...)*” (Refer appendix A3). Furthermore, she mentioned that the idea of making her students learn five new words per week had emanated from her experience as a student. One of her teachers did the same, and she (teacher 02) benefited a lot from that. Teacher 02 mentioned that she came across a model English teacher when she was a student. She said the qualities of this teacher was appreciating the students' every effort and encouraging them to do more.

4.4.1.2.2 Conceptions of Professional Development

For Teacher 02, professional development is short term training. For her, any training that helps the teacher to be effective in his/her teaching is a professional development scheme. Her long term professional goal is to change her teaching profession. Currently she is enrolled in Hawassa University the Department of Sociology, in the Continuing Education Program. But, if she gets a chance of joining M.A. program in TEFL, she will stay in the teaching profession. She reads different books on language teaching as part of her own professional development. Last year (i.e.2010/2011 academic year), she participated in a half-day training on active learning.

4.4.1.2.3 Familiarity with any Forms of Supervision

Teacher 02 was familiar with supervision. She was supervised by the department head and the academic vice principal once every semester as a routine. Nobody told her the objective/s of the supervision.

4.4.1.2.4 Conceptions of Classroom Observation, Experience, Preferences...

Teacher 02 believes that classroom observation is necessary in schools. But she remembered that her first classroom observation experience was frustrating. It was frustrating because the objective was not communicated to her. She thought that the objectives in most observation cases were fault finding. She believes that the goal of classroom observation should be developmental; to help the observed teacher to grow professionally. If observed, she wants to know the time of the observation before hand and she wants to be observed two to three times a year. She wants to be observed by experienced English teacher. She prefers the observer sits at the back and stays for about fifteen minutes only. She wants to get the observation feedback immediately through discussion with the observer. She does not want to be evaluated (graded) by the observer.

4.4.1.3 Teacher 03

Teacher 03 has been teaching for the last 19 years. From these years, only four are devoted to the teaching of English in a high school. Currently, he is teaching in school 1. He became an English teacher because he wants to. But now, he is not that much happy. He is always disappointed whenever he thinks of his students' language ability and overall interest in learning English.

4.4.1.3.1 Language Learning Experience

When he was a student, Teacher 03 experienced language learning as grammar learning. All activities were based on grammar. Teachers played active role while students were passive. Teachers were transmitters of knowledge while students were receivers of that knowledge.

Teacher 03 said his teachers' way of classroom management was traditional. They did not try to make students autonomous learners. They made them teacher dependent instead. Teacher 03 acknowledged the existence of individual differences among his students. He said, *"I tried to address these differences by planning and implementing inclusive lessons"* (Refer appendix A3). Motivation, according to Teacher 03, is important in a language classroom. For this reason, he usually motivates his students by giving a bonus mark when they participate in class discussions.

Teacher 03 believes that his language learning experience influenced his teaching practice. He copied his high school English teachers in many ways. He did not come across a model teacher in a unique way apart from his high school teacher.

4.4.1.3.2 Perception of professional development

For Teacher 03, professional development is a way of helping teachers to be effective in their teaching. Concerning personal effort for professional development, he mentioned his participation on school CPD and reading different books related to language teaching and learning. His long term professional goal is to pursue his education. Last year, he participated in a two-days training on continuous assessment.

4.4.1.3.3 Familiarity with any Form of Supervision

Teacher 03 is familiar with supervision. He was supervised by English department head and the academic vice principal at a regular basis (once a semester).

4.4.1.3.4 Conceptions of Classroom Observation, Experience, Preferences...

Teacher 03 believes classroom observation is necessary in schools. But, he said *"its goal should be professional development of the observed teacher"* (Refer appendix A3). Teacher 03 wants to know the time he will be observed before the observation date. He wants to be observed two times a year (i.e. once a semester) by the department head and another English teacher (not by

the academic vice) because they are language teachers and they how language is taught. He said, “ (Refer appendix A3). He prefers to get an immediate feedback through discussion with the observer. He does not want to be evaluated or graded by the supervisor.

4.4.1.4 Teacher 04

Teacher 04's overall teaching experience is 29 years. Currently, she is teaching in school 2. Among these service years, she has been teaching English in the high school for 7 years. Although English was a difficult subject for her as a student, she wanted to be an English teacher when she joined a college. Currently, she is very happy in her profession.

4.4.1.4.1 Language Learning Experience

Teacher 04 experienced mainly a grammar focused teaching when she was a student. Her teachers' preferred individual based activities rather than pair or small group work. They used punishment as instrument for classroom management. Whenever her teachers asked questions, they usually gave chances to those who raised their hands. When no one raised a hand, the teachers themselves provided the correct answer in most cases. Teacher 04 acknowledged the existence of individual differences among her students. According to her, the students' background is the major cause of the differences. There are differences between students who came from private schools and students from government schools. Those from private schools have good background because they have better exposure to English since kindergarten. Teacher 04 believes in the importance of motivation in language classroom. She mentioned that she usually tries to motivate her students by giving verbal encouragement even though the students' responses are not correct. Teacher 04 does not think her language learning experience has influenced her current teaching. A model English language teacher for her is her teacher in the teachers' college. His pronunciation was remarkable; and she learnt a lot on how to improve one's pronunciation from this teacher.

4.4.1.4.2 Conceptions of professional development

For Teacher 04, professional development means a way of improving the teachers' effectiveness in his/her classroom teaching. It is an in-service practice that helps teachers to improve their teaching profession. She mentioned that she reads different books related to language teaching

and learning as a means of her professional development. Her long term professional goal is to pursue her education. Last year (2010/2011 academic year), she participated in a training on active learning organized by the school administration.

4.4.1.4.3 Familiarity with any Form of Supervision

Teacher 04 is familiar with supervision. She was supervised by people from the city administration's education office, the department head, and the academic vice principal of the school.

4.4.1.4.4 Conceptions of classroom Observation, Experience, Preferences...

Teacher 04 believes that classroom observation is necessary. However, her first classroom observation experience was frustrating because its objective was evaluation. She thinks that the goal of classroom observation should be developmental. Teacher 04 said that knowing or not knowing the time of classroom observation makes no difference and she wants to be observed two times a year (once a semester) by a qualified English teacher. She does not worry about the place the observer sits; "s/he can sit wherever s/he likes to sit," she said. But she wants the observer to observe the whole period to get a full account of the classroom interaction. She wants to get the observation feedback immediately with discussion. She does not want to be evaluated (graded) by the classroom observer.

4.4.1.5 Teacher 05

Teacher 05's overall teaching experience is three years. She has been teaching in a high school since graduation. Currently, she is teaching in school 2. Majoring in English was her choice when she joined a university. She is very happy in her teaching job.

4.4.1.5.1 Language Learning Experience

Teacher 05 found her university English language learning experience more interactive than her lower grade experiences. At these levels, the lessons were mainly grammar focused. Teachers dominated the entire teaching-learning process and students were passive. English teachers considered themselves as providers and their students as passive receivers and teacher dependent. They followed a traditional classroom management style in which teachers are

superior over every task. Whenever they asked questions, they usually gave a chance to students who raised their hands. She said, *“Motivation is very crucial for language teaching and learning; I usually tell riddles and funny stories to my students as motivation”* (Refer appendix A3). She believes that her language learning experience has influenced her current teaching. The model English teacher is her previous teacher. She said, *“Whenever he asked questions, he gave chance to all students. He also gave equal attention to his students.”* (Refer appendix A3)

4.4.1.5.2 Conceptions of Professional Development

Teacher 05 has no definition for professional development. She said, *“I don’t know the definition of professional development as I am a new teacher”* (Refer appendix A3). As personal professional development activity, she mentioned her experience of reading different books related to language teaching and learning. Last year, she studied a professional development booklet provided by the Ministry of Education to novice teachers like with the help of an experienced English teacher. The contents of the booklet include school organization, relationships, professional ethics, etc. Although she likes the teaching profession, her long term goal is to change her profession because she found out that teaching is not rewarding (in terms of money).

4.4.1.5.3 Familiarity with any Form of Supervision

Teacher 05 is familiar with supervision. The supervisors were the English department head and the academic vice principal of the school. The purpose of the supervision was evaluation. They were there to evaluate her classroom teaching because she was a beginner. *“It was frustrating,”* she said (Refer appendix A3).

4.4.1.5.4 Conceptions of Classroom Observation, Experience, Preferences...

Teacher 05 believes that classroom observation is necessary in schools. She was frustrated when she was first observed by the department head and the academic vice principal because she was a beginner and the objective was evaluation. She believes the objective of classroom observation should be professional development. Whenever she is observed, she wants to know the observation time beforehand. She said, *“This will help me to be prepared and teach effectively”* (Refer appendix A3). She wants to be observed two times a semester (four times a year) by

experienced English teacher. She prefers the observer to be at the back seat and observe the whole period to get detailed accounts of the classroom interaction. She wants to receive feedback immediately through discussion. She does not want to be evaluated/ graded by the observer.

4.4.1.6 Teacher 06

Teacher 06's overall teaching experience is two years and she has been teaching English in a high school from the beginning of her career. She became an English teacher because she was placed to the English department when she joined university. She is happy in her teaching job. Currently, she is teaching in school 2.

4.4.1.6.1 Language Learning Experience

Teacher 06 mentioned that her language learning experience was teacher dominated. Most of the activities she did at school were grammar focused. Most of her teachers usually translate their lessons into the students' mother tongue (Amharic). Her teachers manage their classrooms democratically. They encouraged participation. Whenever they asked questions, they usually gave chance to active students (who usually raised their hands).

As she believes in the importance of motivation in language classroom; she tries to motivate her students through verbal encouragement. She believes that her language learning experience influenced her current teaching; *"that is why I tend to translate my lessons into Amharic,"* she said (Refer appendix A3). Teacher 06 said that she knew a model English teacher and that person was her high school English teacher. He never used translation in his teaching and he encouraged students to use English all the time. Even though she admired this teacher, she could not do as he did. She thought that translation can make the lesson easier.

4.4.1.6.2 Conception of Professional Development

Teacher 06 mentioned that she has no idea about professional development. She said, currently she is reading more than she was reading in the university. Last year, she did not participate in any professional development activity. Her long term professional development goal is to pursue her education.

4.4.1.6.3 Familiarity with any Form of Supervision

Teacher 06 is familiar with supervision. The department head and the academic vice principal were the supervisors and the objective was evaluation.

4.4.1.6.4 Conceptions of Classroom Observation, Experience, Preferences...

Teacher 06 said classroom observation is necessary in schools. Her first experience of classroom observation was not comfortable because she was a new teacher. She believes that the goal of classroom observation should be professional development of the observed teacher. Teacher 06 does not want to know the time of classroom observation beforehand, she prefers accidental classroom observation. She said, *“If I know the observation time before hand, I will be prepared to the maximum to please the observers.”* She added, *“This in turn, will make my teaching artificial as the observer cannot see my usual way of teaching.”* (See Appendix A3). She wants to be observed from two to three times a semester by an English teacher. She prefers if the observer sits at the back seat and observe for the whole period. Teacher 06 wants to get the classroom observation feedback immediately after the observation with discussion. She does not want to be evaluated or graded by the observer.

4.4.1.7 Summary of the major findings of participant teachers’ interview

Majority of the participant (i.e. four out of six) were primary school teachers. They upgraded their level from certificate to diploma, and then to first degree through in-service programs (evening, week-ends, and summer). The remaining two teachers started teaching after having their university degree. They are new entrants to the profession (three or less years of teaching experience). When they were asked on how they became English teachers, four participants said they chose English because of their interest to become an English teacher. Two participants said they became English teachers because they were assigned to.

Concerning their language learning experience, almost all participant teachers remembered that activities in their English classes were focused on grammar. For their teachers, the teaching of English mainly meant the teaching of its grammar. Their classes were teacher dominated in which students were passive recipients. Almost all participants categorized their teachers’ classroom management as traditional, autocratic and teacher dominated. Among these three

respondents mentioned that their teachers used physical punishment as a classroom management system (a system that controls disruptive behavior).

All participants unanimously acknowledged the existence of individual differences among their students. Accordingly, some of the respondents (three out of six) said they usually try to address these differences by varying their ways of teaching and materials.

In like manner, all participants mentioned the importance of motivation in English classrooms. They tried to mention some ways of motivating their students. These include, giving bonus marks for students who actively participate in class discussions, using different games, verbal encouragements, storytelling, etc.

Regarding the influence of their language learning experience on their current language teaching practice, only two participant teachers said their current teaching is free of the influence of their language learning experiences, whereas the remaining four participants mentioned that their language teaching is influenced by their language learning experiences to some extent. They mentioned some example areas of the influences like: inclination to teach grammar like their teachers; preference to give lectures on grammar, using translation, etc.

Participant teachers were also asked to tell whether they had known someone as a model English teacher. With regard to this, only two teachers responded 'no' while the remaining four teachers said 'yes'. These four teachers were also asked to tell the qualities that make these teachers model English teachers and they mentioned different qualities like: Reading well, being appreciative, good pronunciation, helping students to work by themselves and giving equal chance for students by encouraging participation were the qualities they mentioned.

Concerning the participants' understanding of professional development, two respondent teachers said that 'professional development is any activity that brings professional growth for the teacher. It includes both pre-service and in-service attempts that strive to bring change on the classroom teaching of the teacher in the program.' The remaining four participant teachers said professional development is either training or workshop or both that may help the teacher to improve his/her teaching.

With regard to their personal effort for self professional development, four participant teachers said they usually read materials related to language teaching and learning. Similarly, two participant teachers said they read different professional literatures, discuss with other teachers, and learn from experienced teachers through having discussion with them.

Five out of six respondents mentioned that they have participated in different trainings as part of their professional development last year. One participant, on the other hand, said as she did not take part in any professional development activity last year (2010/2011 academic year).

Almost all but one participants' long term professional goal is to pursue their study to the next level. Only one respondent said that her long term goal is to leave the teaching profession as it is difficult and not rewarding.

Regarding their familiarity with any form of supervision, all respondents unanimously mentioned that they were familiar with supervision. In most cases, the department heads and the academic vice principals were the supervisors.

Concerning classroom observation, all participant teachers emphasised its importance in schools. However, participant teachers' classroom observation experiences were not good. They were frustrating. They said they were frustrated because they were not told about the objective of the observation. All participants mentioned that the goal of classroom observation should be assisting the professional development of the observed teacher. All participant teachers preferred to be observed by a fellow English teacher with better experience. Four of the six participants want to know the time of the observation beforehand, whereas two participants mentioned that knowing or not knowing the observation time makes no difference.

Majority of the participant teachers preferred the observer to sit at the back seat. Similarly, six out of six participant teachers preferred the observer to stay full period during the observation to get full account of the classroom interactions. Concerning the time and kind of feedback provision after the observation session, all participant teachers preferred to receive immediate feedback through discussion (negotiation) with the observer. All participants mentioned that they do not want to be evaluated (given grade) by the observer.

4.4.2 Analysis and discussions of Participant teachers' classroom observation

Classroom observation was the main data gathering instrument for this study. The classroom observations were scheduled to be conducted in two phases. The first observation phase was before the clinical supervision intervention, and the second phase which was longer than the first phase, was conducted during the clinical supervision intervention.

Classroom observation was conducted four times for each participant teacher. The observation data were collected by field notes and video recordings. After the observation, the video recorded and/or the field note recorded lessons have been carefully analyzed and discussed during post-observation meetings. During every post observation sessions, the co-observer, the teacher and the researcher have come together and have gone through the video-recorded/the field note recorded lessons. The points of discussion included the teachers' lesson presentation and classroom management skills.

The first observation session was conducted by the co-observers and the researcher. Field note was employed in gathering the pre-intervention observation data. The purpose of this observation session was to familiarize teachers for successive classroom observation and to see the classrooms situations before the intervention. This observation was used to pave a way to forthcoming clinical supervision classroom observations.

After collecting the pre-intervention observation data, a half day orientation training was held for participant teachers and co-observers.

After the orientation training, classroom observation schedules were arranged with each participant, and three successive observations were conducted. The researcher tried to persuade the participant teachers to be videotaped while teaching and succeeded after the second observation. So, among the three post-training observations, two were video recorded and the recorded lessons were used during post-observation meetings. The co-observers, together with the researcher, watched the video repeatedly and took notes. During post-observation meetings, the observed teachers discussed and explained every detailed instance of their classroom activities. The researcher motivated the participant teachers to reflect on their practices freely and in a friendly manner.

The following are detailed discussions of the classroom observation data of each participant teacher. As mentioned earlier, every first session of each participant's classroom observation was considered as a pre-intervention data. There were no pre-observation and post observation phases for this observation session. The remaining observation sessions, (three observation sessions for each teacher) followed a clinical supervision process (pre-observation meeting phase, observation phase, data analysis and interpretation phase, and post-observation discussion phase).

Thus, the following subsequent discussions are on the classroom observation scenarios of participant teachers.

4.4.2.1 Teacher 01

Teacher 01 has been observed four times (once in a week), out of which two lessons were video recorded. The researcher, the co-observer and the teacher had sat for three post- observation discussions. During these sessions, the video-recorded and/or the detailed field note lessons were played/ narrated and participants took notes for the post observation discussions. Based on the observed lessons, issues related to the teacher's language teaching methodology and classroom management skills were discussed. When the video machine faced unexpected technical failure, lose quality, etc. detailed field notes were used to supplement the missing part.

The recordings of the three lessons took place in one section of grade nine (9I). Teacher 01 teaches in school 1. There were 40-50 students on each occasion in which the video recordings were made. The physical size of the classroom seemed somewhat congested. The distance between the blackboard and first row of students was about a meter. In all classes students shared one text book for many (some for three, some for five or more...). Students who didn't have the text book had to bend over backwards or stretch their necks forward to get a glance at the text book. Teacher 01 told the researcher that though one textbook was given for three students, many students were not volunteered to bring their text books to school. She said students usually complain on the size of the text book.

Teacher 01 had taught two grammar and two vocabulary lessons. The grammar lessons were on ‘the simple present tense’ and ‘going to, has/have to’. The remaining two vocabulary lessons were based on the reading passages of unit two and unit three of the students’ text book.

4.4.2.1.1 Brief lesson report – observation I

Teacher 01 was observed while teaching ‘the simple present tense’ during observation one. The teacher and the researcher met two days before the observation date to fix the classroom observation program. Apart from fixing the observation time, we did not discuss on any issue related to classroom observation. The researcher told the teacher that the observation data would only be used for research purpose and confidential.

Teacher 01 began her lesson by asking the students to open their exercise book and copy what the teacher was writing on the blackboard. The teacher was writing different sentences on the blackboard. Some of the sentences include the following:

- i) I speak English (Affirmative)
- ii) I do not speak English (Negative)
- iii) Do I speak English? (Interrogative), etc

After the students had finished copying the sentences, the teacher instructed them to construct similar sentences using the patterns she provided (*Refer T01’s CLO note 1 appendix C3*). Students seemed confused and they were chattering. Then, the teacher translated the instruction into Amharic. After that, students seemed to concentrate on the activity. Finally, some students raised their hands and read their sentences to the class. They made some structural errors like “He speak Amharic”, “Is he speak Amharic?” etc. But, the teacher was inconsistent in providing correction. She was observed giving correction at one time and just ignoring the errors and giving verbal praises at another time (*See T 01’s CLO note 1 appendix C3*). After that practice, Teacher 01 wrote another topic “The present continuous tense”. She wrote the affirmative, negative and interrogative forms of some verbs as examples. The following are the example sentences:

<u>Positive</u>	<u>Negative</u>	<u>Intrrogative</u>
I am writing	I am not writing	Am I not writing?
You are writing	You are not writing	Are you writing? etc.

The example sentences were ten and the teacher instructed the students to copy the sentences into their exercise book (*see T 01's CLO note 1 appendix C3*).

Lesson ended before the bell rang and the teacher left the class.

4.4.2.1.2 Brief lesson report – observation II

4.4.2.1.2.1 Pre-observation meeting

The specific topic for this observation session was “*unit two: places to visit. A2.4: Increase your word power: vocabulary development.*” The objective was for the students to be able to *guess the meanings of some new words*. The teacher decided to present the new words in context. Teacher 01 planned to teach the pronunciation of some words by modeling. She planned to use exercises from the students’ textbook as assessment tool to check the students understanding. Teacher 01’s concern for this observation session was her lesson presentation and classroom management skills. She preferred the post-observation discussion to be held immediately after the observation towards the end of the last period of the shift at the school’s English Language Improvement Center (ELIC).

4.4.2.1.2.2 Classroom Observation note

The vocabulary lesson the teacher taught was based on unit two ‘*places to visit*’. It was part of the speaking activity in which students were supposed to describe places. The teacher began her lesson by asking the students to tell what their previous lesson was about. Students told the topic of their previous lesson in chorus. Then, teacher 01 wrote ‘*2:4 Increase your word power*’ and underlined it. She wrote the new words on the blackboard and asked the students to tell their meanings in isolation. Some students raised their hands hesitantly and tried to give the meaning of the first word which was ‘*recommend*’. All respondents gave wrong definitions of the word.

Finally, the teacher gave the definition saying, ‘*to recommend means to express a good opinion.*’ The teacher went on like this until the last word which was ‘*accessible*’. Many of the new words were defined by the teacher as the students were not able to define them. The teacher also tried to

model the pronunciation of some of the new words (for example '*reigned*') and asked the students to say the words after her. The whole of the vocabulary lesson took 25 minutes of the class time.

Then, the teacher passed on to another topic which was found on page 24 of the students' text book. It was on asking and answering about places (how far they are and how much time it takes to reach there?). She drew a table with headings like *destination*, *distance*, and *time* on the black board and asked the students to work in pairs. After some minutes, the teacher asked for volunteer pairs to ask and respond about the destinations on the table. She selected one pair and the pair played their role. But, their voices were not audible, and their English was highly fragmented. She, then, asked each pair to do the same. Some pairs tried but their language command was problematic. The teacher provided the correct sentence all the time after the students' incomprehensible attempt. Finally, class ended without providing summary of the day's lesson and follow-up activities like homework.

4.4.2.1.2.3 Post observation meeting

Before the post observation meeting, the data gathered during the observation were analyzed and interpreted based on the pre-observation agreement. Then, the observer presented detailed accounts of the classroom interaction from his field notes while the observed teacher was listening to the description attentively and took note for the discussion. The teacher could ask the observer to pause the description whenever she felt it was necessary to ask for clarification. Then, discussions on the lesson presentation and classroom management skills of the teacher proceeded explicitly with friendly manners.

The teaching of vocabulary as seen in Teacher 01's class seemed somehow problematic. The teacher tried to present the new words in isolation. The observer asked the teacher, "Why did you choose to teach the new words in isolation?"

The teacher replied,

"I followed the textbook. The textbook presented the words in isolation. So, that was why I gave the meanings of the new words in isolation. I know words should be taught in a context, but since the textbook presented them in isolation, I think I have to follow the textbook and teach them in isolation too. Students can remember the meaning as well as the usage of the word if taught contextually but

sometimes the textbook presents some words in isolation and ask the students to tell their meanings. In that case I do the same. I ask my students to give the meanings of individual words out of context. But there are circumstances in which the book brings the new words in context. In that case I teach the words contextually.” (T01’s POM notes 1 appendix C2).

In this instance, the teacher mentioned her dependency on text book. She said, *“I depended on the textbook because it is new and I am not familiar with its approach.”* (T01’s POM notes 1 appendix C2).

The observer mentioned the issue of flexibility and creativity on the part of the teacher during lesson presentation. He said,

Teachers are free to present their lessons as it suits their objectives. The textbook can be used as a means, not as an end by itself. Furthermore teachers are expected to be creative. Their creativity includes the selection of materials and the methodology (lesson delivery) based on the classroom dynamics. (T01’s POM notes 1 appendix C2).

The observer advised the teacher to consult the teachers’ guide (which is a separate book) to understand the intention of textbook writers on lesson presentation. He said,

For example, when we look at the vocabulary lesson under discussion the new words you taught were given as the preparation for the listening and reading exercises in the unit (unit 2) and you were expected to encourage your students to look up each word in dictionaries. Furthermore, you are expected to ensure that the students learn the spelling of each word and can pronounce the words correctly. Then, students are expected to test each other on the spelling of these words. (Refer grade 9 English for Ethiopia the teachers’ guide on page 10). (Refer T01’s POM notes 1 appendix C2)

Teacher 01 reflected on the observer’s suggestion saying,

Yes. I read this from the teachers’ guide. I usually use the teachers’ guide as an instrument when the language item I teach is difficult to understand. But when the language items are not difficult I use my own procedures. For example, if I follow the teachers’ guide to teach these words, I should have spent the whole period on them. Sometimes I use my own procedures to save time and to pass to another activity. (Refer T01’s POM notes 1 appendix C2)

Teacher 01 was observed passing from vocabulary teaching towards a new topic, ‘asking for and giving direction’. She did not mention this topic during the pre- observation discussion and it was not included on her lesson plan either. Furthermore, there was no smooth transition between the vocabulary and this new activity. The reason the teacher gave for this was that she did this

since she had got extra time (fifteen minutes) and she wanted to use that time as she was expected to finish the text book at the end of the academic year. She believed that she made a smooth transition between these two activities. She said, *“I think, I passed to this activity after I had finished teaching the vocabulary”*. (T01’s POM notes appendix C2)

Concerning the presentation of the second topic (asking for and giving directions), the teacher was not satisfied with her students participation because they could not practice the drill as she expected them to. The reason the teacher gave for the students’ inability to practice was their language learning background.

The observer asked the teacher why she asked her students to tell the direction of unfamiliar places like Humera, Warder, Gonder, Asosa. She mentioned the textbook again. She said, *“Well, as I told you, I just followed the textbook. But, it is true that students feel comfortable to talk about the places they know.”* (T 01’s POM notes 1 appendix C2)

Finally, the observer expressed his impression and gave a general comment on the lesson saying,

You did a very good job reminding students to use the target language in class discussion. Furthermore, your classroom organization was good. You instructed your students to work in pairs and they were working in pairs. But, you did not give appropriate closing for the lesson in the end. You just left the class without summarizing and giving follow up activities like home work. (T01’s POM notes appendix C2)

Teacher 01 on her part said, *“Yes. The class time was over before I summarized the day’s lesson and give a home work. I couldn’t manage my time. I think your presence made me a little disorganized. Any ways, I will try to manage my class time next time.”*

Finally, the observer suggested the following points for the teacher:

- Teaching vocabulary (new words) in context,
- Having smooth transition between/among activities, and
- Being flexible in using text books/ not to be over dependent on text books (try to present activities based on the students’ experience).

The observed teacher agreed with the observer’s suggestions and decided to use the points mentioned for future. (T01’s POM notes 1 appendix C2).

4.4.2.1.3 Brief lesson report – observation III

4.4.2.1.3.1 Pre-observation meeting

The lesson to be observed was grammar on ‘going to, has/have to’. Its objectives included differentiating the use of going to, has/have, and using them appropriately in sentences. Teacher 01 mentioned that writing sentences with “going to, has/have” in relation to the given pictures, and producing one’s own sentences using these structures would be the activities. These activities would be done in small groups. The teacher’s concerns during this observation session were her lesson presentation and classroom management skills. After the observation, the teacher wanted to participate in post-observation discussion at the school’s ELIC.

4.4.2.1.3.2 Classroom observation note

The Lesson began after Teacher 01 wrote ‘*unit two*’ on the black board and asked the students to tell what they had learnt last period. Students answered in chorus that their previous lesson was ‘*planning a tour*’. Then, Teacher 01 wrote “*Language Focus: going to, has/have.*” The teacher elicited the students background knowledge by asking them to write a sentence with ‘going to’ + the verb ‘clean’ but no one tried. The teacher herself constructed sentences using the structure as: *I am going to clean the blackboard; I am cleaning the blackboard and I have cleaned the blackboard (Refer CLO note T01appendix C2)*. Then, she instructed the students to do the exercises on page 29 of their textbook as a class work. She ordered them to work in groups of six. Students were observed moving around the classroom to find their group members. The teacher was walking around the classroom encouraging the students to use the target language in their discussions. After sometime, the teacher asked the groups to report their work. Only group leaders were given chances to report their group members’ work. It was very difficult to identify whether the leaders were presenting their own work or the group members’ work. The teacher did not make an attempt to check the level of participation of group members. After some group leaders presented their report, the teacher instructed the students to open their textbook on page 30 and do the gap filling exercise in their groups. Finally, she asked the group leaders to report their group work and they tried. Whenever the group leaders failed to tell the correct form, the teacher did it without giving a chance to group members or other students.

4.4.2.1.3.3 Post – observation meeting

As usual, the observer analyzed and interpreted the observed behaviors based on the pre-observation agreement. Then, the observer sat with the teacher and watched the video recorded lesson. After this, they discussed on the teacher's lesson presentation and classroom management skills explicitly and openly.

The teaching of grammar in Teacher 01's class seemed to have traces of the stages suggested by current ideas on the teaching of grammar. The teacher tried to teach grammar inductively. She instructed her students to construct sentences using the new language item (i.e going to, has/have) interpreting the pictures on page 29 of the students' text book (*Refer T01's CLO note3 appendix C2*). However, it was difficult for her to meet her lesson objective as students' participation was very limited. When she was asked whether or not she achieved her objective, she said, *"Well, I did not achieve my plan for 100 % but I tried. Some students identified the grammatical functions of these verb forms and tried to use them in their own sentences. Students worked in groups selecting their group secretary"*. The reason the teacher gave for the limited participation of her students was their background; *"My students have a poor language learning background,"* she said. (Refer T 01/s POM notes 3 appendix C2)

The observer asked the teacher on her grouping and assignment of group responsibility. She said,

Well, the group leader was the facilitator of the group activity. S/he was supposed to present what the group had discussed and agreed upon. They reported what had been discussed in group. The group leaders were selected among fast learners. They are active students compared to their members. Group members select the secretary. This method is used across the board in our school. Students are organized in one to five structure and the leader is an active student who can help other students (members). (T01's POM notes 3 appendix C2)

The observer asked the teacher on her mechanism to minimize or avoid the group leaders' domination. She replied,

Well. The leaders of the one- to- five structure were given orientation about their duty and responsibility by the school principal. I think they are committed to carry out their responsibilities. I trust them and at the same time, I tried to check the groups work walking around the groups while they are engaged. (T 01's POM notes 3 appendix C2).

She also told the observer that it is impossible to change the group leader as they were already registered by the principals' office.

The teacher was observed giving correction immediately when the group leaders made a mistake. The observer asked the teacher why not she gave chance to the group members or the members of the other groups to give correction instead of giving immediate correction. She replied, *"Well. I believe that the group leader reported the result of the group discussion. So, I think it is a waste of time to ask members to correct the leader; other groups had their own task to do. So, in order to use the class time effectively. I preferred to give correction all by myself"*.

The observer stipulates importance of peer-correction. He said. *"I think, giving chance to other students before the teacher's correction will enhance the classroom interaction. It also gives chance for students to learn from each other and it encourages participation"*. (T 01's POM notes 3 appendix C2).

The observer commented on the teacher's over all teaching by saying,

You did a very good job teaching the verb forms. You told the students to look at the pictures in exercise 1 and asked them to look down each column and to say when the events in each column take place. You were walking around the groups and encouraged your students to use the target language in class discussion.
(T 01's POM notes 3 appendix C2)

After this, the observer commented on the teacher's transition between activities saying, *"let me comment on your transition (the way you passed from activity 1 to activity 2, etc) it was swift, why?"* (T 01's POM notes 3 appendix C2). She replied,

The exercise on page 30 was the same to that of the previous exercise (i.e. on page 29). The difference was that the first exercise was writing a sentence looking at the pictures from the text book while the second exercise was completing broken sentences with 'going to, has/have'. They were the same. They were about the same verb forms. So, I don't think transition is that much necessary.
(T 01's POM notes 3 appendix C2).

The observer underscored the importance of smooth transition between activities. He said, *"even though, the issues were the same as you said, it is better to have a smooth transition between activities. You should finalize the first activity (giving a kind of summary) and pass towards the next activity. Unless, it may confuse your students and hamper understanding"*.

(T 01's POM notes 3 appendix C2)

With regard to the teacher's classroom organization (grouping), the teacher was observed forming a group of five students. The observer thought large groups are unmanageable and asked the teacher to give her reason for doing so. The teacher mentioned that a group of five students is the norm in the school due to a one-to-five structure. But, the observer further commented on the use of large groups. He said, *"I think large groups are difficult to manage. It is preferable to organize small groups of three. If the groups are large, slow learners will be marginalized and only active and some average students will be engaged in class discussions"*. (T 01's POM notes 3 appendix C2).

The observer asked the teacher on her closing a lesson and provision of follow-up activities. Teacher 01 said,

Well. I did not summarize the day's lesson and I did not give a home work. I did not give a summary because the lesson was not completed. It will be completed next period after teaching 'the present perfect tense'. Concerning home work provision, the next topic is the presentation stage of 'the present perfect tense'; its form & use. So, I think it is not appropriate to give a home work before explaining the new language item. (T01's POM notes 3 C2)

The observer advised the teacher by saying, *"But at least you can give them a reading home work. You can tell them to read about the present perfect tense and prepare themselves for the next lesson"*.

Finally, the observer and the teacher singled out some points that need further improvements. These points include; increasing students' participation, having smooth transition between activities, having appropriate closing and follow-up activities. These areas bear direct relation to the teacher's lesson presentation and classroom management skills.

4.4.2.1.4 Brief lesson report – observation IV

4.4.2.1.4.1 Pre-observation meeting

The objective for the lesson was for the students to be able to match the crafts with their appropriate pictures. The strategies followed to present the lesson were presenting the new words in context, asking students first individually, and then in small groups. Teacher 01 believed that if majority of the students matched the words with the pictures, the objective of the lesson would be achieved. The teacher's concerns were her lesson presentation and classroom management

skills. She wanted to receive feed back immediately after the classroom observation or towards the end of the last period of the shift at the school's ELIC.

4.4.2.1.4.2 Classroom observation note

Teacher 01 began her lesson by asking the students about the previous lesson. They responded in chorus saying that the previous lesson was on 'hobbies and crafts'. Then, the teacher asked the students to tell different types of hobbies. Students kept quiet for some time. After that, some students raised their hands. Reading, playing football, and watching films... were among the responses they gave for the teacher's question. Then, Teacher 01 said, 'Today we are going to learn how to increase our word power'. She wrote the day's topic on the blackboard as *'Increase your word power: vocabulary development*. After that, she asked her students what vocabulary is. Some students mentioned *dictionary meaning, contextual meaning, etc.* Finally, the teacher said, *'vocabulary is lists of words with their own meanings'*. (Refer T01's CLO notes 4 appendix C2).

Teacher 01 instructed her students to open their text books on page 38 at A3.3. She said, "First read and understand the meanings of the new words individually, and then, report your understanding to the class". Although the teacher ordered the students to work individually, they were working in groups surrounding one text book for many. Teacher 01 was walking around the class and helping the students. In the mean time, she checked the students understanding of the word 'craft.' Some students raised their hands and said: *skills activity, working...things, working like pottery...* (Refer T01's CLO note 4 appendix C2).

The teacher, then, wrote the phonetic transcription of the word 'craft' and tried to help her students pronounce it. After that, she instructed her students to open their text book on page 39 and match the given words with their corresponding pictures. Students were noisy. They were using their mother tongues for classroom discussions. After sometime, the teacher instructed the students to open on page 40 if they had finished the exercise on page 39. The activity on page 40 was to name the people who do the crafts. The teacher gave an example and instructed her students to work in small groups accordingly. She was walking around the groups and helping the students. In the meantime, the teacher asked the students about the name of the people who do the crafts and the students responded in chorus. It was done orally. The teacher did not write

the words on the blackboard. Finally, the teacher gave a home work. She said, “Ask people around you and write five crafts that are common in your area”. (Refer T01’s CLO note 4 appendix C2)

4.4.2.1.4.3 Post observation meeting

The observer began the post observation meeting after thanking the observed teacher for her willingness to take part in the discussion. Then, he told her to watch the video recorded lesson and be ready for the discussion afterwards. The teacher watched the video recorded lesson very carefully. The discussion began as soon as she had finished watching the video.

The first point raised for the teacher from the observer was to reflect on her procedures. The teacher explained her procedures by saying,

The lesson was vocabulary. I want to teach the meanings and pronunciations of the new words. Asking my students to read the definition of craft in their book, I tried to make sure that they understand each definition as well as pronunciation and grammar for each entry. After that, I discussed the different examples of crafts. Students, then, match the names of the crafts in the students’ book to the pictures, then, give name to each craft worker, e.g. weaving- weaver.(T 01’s POM notes 4 appendix C2)

Although many students did not bring their text books as usual, the students’ participation was increased compared to the previous observation sessions. The observer asked the teacher to reflect on the reason/s that was/were responsible for the improvement of students’ participation. The teacher said, “*I assigned bonus marks for those who participate. I think it motivated them to participate more than usual*”. (Refer T01’s POM note 4. appendix C2). Teacher 01 transcribed the word ‘craft’ phonetically in two different ways. The observers asked her reason for the transcription. She said, “*I transcribed it to show the different parts of speech the word belongs to.* (Refer T01’s POM note 4. appendix C2). But the two transcriptions were used to show varieties of American and British English, not parts of speech.

Teacher 01 tried to model the pronunciation of ‘craft’ according to the transcriptions. Students were saying it after the teacher but with difficulty. They were observed making mistakes when matching the words with the pictures. Teacher 01 were not observed giving feedback on students’ errors; she would rather give the correct matching all by herself. She said, “*Giving*

immediate correction for mistakes may discourage students". (Refer T01's POM note 4. appendix C2)

The observer gave his general comment on the lesson and asked the teacher why she transcribed the word *craft* using phonetic transcription. He said,

You did a very good job in associating the new words with pictures. You also did well in giving a practical home work that can project the classroom lesson to the outside world (out of classroom). You asked your students to ask people and write at least five craft names common in their area. But, why did you write the phonetic pronunciation of the word *craft* on the blackboard? (Refer T01's POM note 4. appendix C2)

Teacher 01 replied that she wrote the transcription in order to help the students to pronounce the word correctly. The classroom observer stipulated that phonetic transcription give no sense for grade 9 students. Instead of phonetic transcription, the teacher should pronounce the word as a model and ask the students to say after her.

The teacher was not observed giving immediate (timely) correction to students' errors. She mentioned that she did not give immediate error correction in case it discourages the students' participation. The observer, on his part, suggested,

Systematic error correction is a necessary tool in one's classroom practice. Providing the students with the information that explicitly and specifically highlights where the error is, reducing the alternatives open to the students, and providing information that helps the students correctly adjust their current understanding are among the techniques of cooperative feedback provision. Furthermore, teachers are expected to encourage peer error correction (peer feedback). (T 01's POM note 4 appendix C2)

The classroom observer underlined the following strong points of the lesson: the teacher's effort to teach the new words in context, her effort to organizing students in a purposeful group and managing students' activities were among the strong points of the observed lesson..

Finally, the observer suggested different ways of systematic error correction which include repeating the errors for the students' attention, giving a second chance for the student to correct her/himself, giving chance for other students, providing direct correction, etc

4.4.2.1. 5 Summary of Teacher 01's classroom observation discussions

Four successive classroom observations were conducted for teacher 01. As it was mentioned earlier, the first of the four observations was conducted in the usual (conventional) way and used as a baseline data. The remaining three observations were conducted with appropriate pre-observation planning and post-observation follow-up procedures.

During observation session one, teacher 01 taught a form focused grammar. She mainly focused on the teaching of affirmative, negative, and interrogative forms of the simple present tense. Meaning and function were neglected. Furthermore, some of the students' errors were not given appropriate attention. For example, one student said, '*He speak Amharic*', (*T0's CLO note 1appendix C2*). The teacher simply passed it by saying, 'good'. The classroom interaction was only one way. It was from the teacher to students/a student. All the time, it was the teacher that initiated the interaction.

Concerning the teacher's lesson presentation skills, the teacher directly began the day's lesson without appropriate opening (revision of previous lesson and preview of the day's lesson). Furthermore, there was no stimulation to increase students' participation. As a result, the classroom was not lively and interactive. During this observation session, Teacher 01 did not organize students in a systematic and purposeful pairs or small groups. Furthermore, many of the students were observed off-task and chatting private issues. The teacher left the class ten minutes before the end of the session without providing a follow-up activity and/or an appropriate closing of the day's lesson. Since the purpose of this initial observation was to be used as pre-intervention data, teacher 01 was not given feedback during this observation.

Observation II, III, and IV, on the other hand, were conducted as part of clinical supervision intervention. Accordingly, there were pre-observation and post-observation meetings for each observation session. Since the objectives of the intervention were to bring effective lesson presentation skills and effective classroom management skills, the three successive observations were conducted to explore the role of clinical supervision in improving participant teachers' classroom practices. Accordingly, the following are summaries of the result of the three clinical supervision interventions of Teacher 01:

During classroom observation II, Teacher 01 was teaching vocabulary. As can be seen from the classroom observation notes, she was teaching the new words in isolation (out of context). The reason she gave for teaching words in isolation was the text book. “... *the text book did not put them in context...*” (Refer T01’s POM note 2, appendix C2) she said. Students were organized to work in small groups but the activity did not encourage group participation. Furthermore, there was no smooth transition between activities. During this observation, the teacher was observed passing from ‘vocabulary’ to ‘asking and giving direction’ instantly; without bridging. Teacher 01 was observed over dependent on text books. When teaching the students about ‘asking for and giving direction’, she used places that were not familiar to the students. The reason she gave for this was again the text book. During this observation session, Teacher 01’s time management was not good. The bell rang before the teacher closed the lesson appropriately.

During the post-observation discussion of observation session II, teacher 01 reflected on her teaching. At the end, the observer and the teacher singled out some points as lessons learned from this observation. These points include: importance of teaching vocabulary in context, necessity of smooth transition between/among activities, the importance of increasing students’ participation, organizing groups purposefully, the importance of teacher’s creativity, and avoiding overdependence on text books.

In observation III, teacher 01 was observed teaching ‘going to, has/have’. At this time, she was observed forming a purposeful group (every member had a part in the discussion) but when students were reporting the result of their group discussion, only group leaders were given a chance. The reason the teacher gave for this during the post-observation meeting was that the leaders represented their group members. During the group discussion, many groups were observed using their first language. Compared to the previous classroom observation session (observation II), however, Teacher 01 was observed making a slightly smooth transition between activities. Like the previous observation session (i.e. observation II), the bell rang before the teacher closed the lesson appropriately. This in turn indicated that the teacher’s time management still needs improvement.

During the post-observation meeting of observation session III, the observer and the teacher underscored the lessons gained from this observation. These include: increasing students’

participation (i.e. giving chance for different group members to report group works), flexibility of lesson plan based on the classroom dynamics and the importance of managing class time effectively.

When we look at the last observation session (i.e. observation IV), teacher 01 exhibited more improvements compared to the previous two observations in the areas of lesson presentation and classroom management skills. She was observed teaching 'vocabulary'. She presented it in a context (matching the words with appropriate pictures). Students were working in groups. Teacher 01 opened the lesson by summarizing the last lesson and previewing the day's lesson.

During the post observation discussion, the observed teacher reflected on her actions. She mentioned that not writing the students responses on the blackboard or making the students to write their responses on the blackboard was the weaknesses of the observed lesson. Due to that, she could not check the way students spell out the new words.

To sum up, significant improvements were not exhibited between observation II and observation III. But, there were some important improvements in the area of lesson presentation (methodology) and classroom management skills of the observed teacher during observation IV. Summarizing the previous lesson and previewing the day's lesson, contextualizing the vocabulary lesson, and giving follow up activities were improvements observed on the teacher's lesson presentation skills. Grouping the students purposefully and monitoring the groups (by walking around the group) were examples of the improvements exhibited by the teacher on her classroom management skills. On the other hand, Teacher 01 started reflecting on her own teaching freely. Accordingly, she mentioned the possible changes she would make on the lesson if she would be given a second chance to teach the same lesson.

4.4.2.2 Teacher 02

Teacher 02 has been observed four times, out of which two lessons were video recorded. The teacher and the observer had sat for three post- observation discussions. During the discussions, various issues related to the observed teacher's lesson presentation skills and classroom management skills were raised and reflected upon. The observer gave professional comments

and suggestions on the observed lessons for the improvement of the teacher's lesson presentation and classroom management skills.

The first lesson was not video recorded. The data from this observation was gathered using field note. The observations of the three lessons took place in one section of grade nine (9R). Teacher 02 teaches in school 1. There were 45-60 students on each occasions in which the observations were made. The physical size of the classroom seemed congested. The distance between the blackboard and first row of students was below a meter. In all classes, students shared one text book for many (some for three, some for five or more...). Students who didn't have the text book had to bend over backwards or stretch their necks forward to get a glance at the text book.

The video recorded lesson and/or the observation field notes on which the post-observation discussions were based show that Teacher 02 had taught one speaking and one introductory lesson (introduction of unit three) and one reading lessons. The speaking lesson was entitled "Asking politely." The second lesson was the introductory part of unit three "Hobbies and crafts." The remaining lesson was the reading passage of unit three, 'The karate Lesson' which was found on pages 49-50 of the students' text book. The following discussions narrate the major events of the pre-observation, observation and post-observation sessions of these three lessons. Summary of classroom observation session one is also presented to be compared with the three clinical supervision observation sessions.

Teacher 02's consent was received three days before observation one. She was told that the data obtained during the observation would be confidential and would be used for the research purpose only. There were no pre and post observation meetings for observation I.

4.4.2.2.1 Brief lesson report – observation I

Teacher 02 was observed teaching speaking entitled, "Giving Direction". The classroom was untidy. Students were sitting in threes and sometimes in fours on fixed desks. Teacher 02 began the lesson by greeting her students. She then, wrote a table containing *destinations*, *distance* and *time* (Refer T 06's CLO note, Iappendix C2). She was walking around the classroom while students were copying the table. She wrote '*ask and answer about the table*' as instruction and ordered the students to sit in groups of five. Then, she gave them an example that said, "How far

is it from Dire Dawa to Addis Ababa? It is 515 from Addis Ababa to Dire Dawa”. After that, she instructed the students to do the same in their groups. She was walking around the classroom while students were practicing. The classroom was very noisy. Although they sat in groups, many students were observed off-task. Some students told the teacher that they did not understand the task. She read and wrote additional example sentences from the students’ text.

The teacher asked for volunteer groups to report their group work. But, no group was volunteered. Then, teacher 02 pleaded many times for volunteers. Finally, two students were volunteered. They came out and practiced (one students asked for direction while the other one gave direction). The students’ sentences had structural errors but the teacher did not provide any correction. The following sentences were examples of the students practice.

S1: How far it is from Humera Gonder?

S2: It is 205 Km. Humera from Gonder

T: Good. Clap your hands. (*Refer T 02’s CLO note 1, appendix C2*). The whole practice went on like this and finally the teacher instructed the students to write the questions and answers on their exercise book. For the remaining minutes, the teacher was walking around the classroom and correcting the students’ exercise books.

4.4.2.2.2 Brief lesson report – observation II

4.4.2.2.2.1 Pre-observation meeting

The specific topic for this observation session was “*Asking politely.*” The objective for the session was for the students *to be able to ask for directions politely*. The teacher decided to teach some important phrases used for asking directions politely beforehand. She said “the objectives of the lesson would be addressed if majority of the students could ask for directions politely.” (*Refer T02’s PO note1, appendix C2*) Teacher 02’s concern was her lesson presentation and classroom management skills. She preferred the post-observation discussion to be held immediately after the observation or around the end of the shift at the school’s ELIC.

4.4.2.2.2.2 Classroom observation note

Teacher 01 started the speaking lesson by writing the topic ‘Asking politely’ on the black board and asking the meaning of politely. “What is politely means?” she asked. Two students replied, it

is 'humbleness', and 'apologizing'. Then, the teacher explained the meaning and different ways of asking for help or information. After that, she wrote two pairs of questions and asked the students to identify the more polite one from the given pairs (*Refer T02's CLO note2, appendix C2*). Students could not identify the one which was more polite. So, the teacher identified and explained the phrases used for polite request. Then, she wrote the note on '*Asking questions politely*' from the students text book and students copied the note. After that, she started explaining the note reading from the blackboard. Students were passive listeners of the teacher's lecture. The teacher asked the students if they understood. One student asked her to tell him the difference between *can/could*, *shall/should*, and *will/would*. The teacher said, 'can' is present and 'could' is past. Similarly, 'shall' and 'will' are present where as 'should' and 'would' are past. The student seemed not satisfied with the teacher's response. Finally, Teacher 02 said 'Ok. *This is enough for today*' (*Refer T02's CLO note 2, C2*) and she left the class.

4.4.2.2.2.3 Post-observation meeting

The speaking lesson, as seen in Teacher 02's class, ended before the students practiced speaking. Students learned the phrases, practiced them in a fragmented manner, wrote notes on asking politely, etc. Teacher 02 was observed teaching the structure of polite request in the expense of speaking.

The observer asked the teacher whether or not she achieved her objective. Teacher 02 replied, "*Not fully... but I tried. The students were practiced the phrases in groups. It was very difficult to make the majority speak due to their number (class size).*" (T 02's POM note 2 appendix C2)

The observer asked the teacher to reflect on what she wanted to accomplish during the group work. She replied,

During the group work, I tried to make students interact with each other. One student asked for direction and the other one gave direction. Students were made to practice asking and giving directions politely exchanging roles (assuming the roles of asking and answering at different times). So, the group work was designed to help me achieve my objective. (T 02's POM note 2 appendix C2)

The observer continued to ask the teacher about her grouping and group work, he said,

Asking for and giving direction is a two way communication (i.e. One person asks and the other replies). Why did you prefer group work over pair work for this activity? You asked your students to make a group of six. Don't you think that it was a large group? (T 02's POM note 2 appendix C2)

The teacher replied,

Although I formed a group of six, there were three pairs in each group and they change their roles and pair members until every group member get a chance to ask for and give direction and until they paired themselves with each of the six group members. This in turn, was supposed to give opportunity for the students to practice repeatedly the polite phrases of asking for and giving directions. (T 02's POM note 2 appendix C2)

During the practice, like Teacher 01, teacher 02 also wrote the names of unfamiliar places on the blackboard and urged the students to ask direction about those places. So, the observer asked the teacher to reflect on this issue. She said, *"It was unintentional. I have no reason for doing so. The only reason I can give is that I did it as business as usual. I copied it from the student' text book."* (T 02's POM note 2 appendix C2)

The observer continued his comment by saying, *"You did a very good job giving the students more opportunity to practice the new language item. In addition to this, your effort to make students use the target language during class discussion was very good"*.

But, he asked the teacher, why did she used the whole period to teach exercise 1 only? He further commented,

"In the teachers' guide, after explaining the polite and non polite phrases, you were expected to give more examples and ask students if they can think of any. Furthermore, you were supposed to do exercise 2 with the whole class. Why did you limit your teaching only on exercise 1? (T 02's POM note 2 appendix C2)

The teacher responded to this comment by saying, *"Well, I read the teachers' guide but I know the pace of my students. I wanted them to practice only on activity 1 that period. If they clearly understand how to form polite questions, then it is very simple to pass to the next exercise."* (T 02's POM note 2 appendix C2)

Teacher 02 was not observed summarizing the lesson. She did not give a home work or an assignment either. She tried to reason out for this by saying,

Well, as you mentioned earlier the lesson was not finished. Exercise 2 was remained. So, it will be summarized next period after the students do activity 2. Concerning home work provision, the bell rang before I gave a home work to the students. But, I considered activity 2 as a home work but I forgot to tell the students due to time constraint. (T 02's POM note 2 appendix C2)

Finally, the observer commented the teacher to budget her time before she entered class. He advised her to divide the 40 minutes class time for all activities appropriately. She was also advised to know the amount of lessons/ activities to be taught in a period before getting into class. She was also advised to use small groups as large groups are difficult to manage.

4.4.2.2.3 Brief lesson report – observation III

4.4.2.2.3.1 Pre-observation meeting

The specific topic for this observation session was *“unit three: Hobbies and crafts.”* The objective for the lesson was for the students *to be able to talk about hobbies and crafts*. The teacher had planned to ask her students some questions related to hobbies and crafts. Students would sit in small groups for this activity. She said, “The objectives of the lesson will be addressed if majority of the students are able to tell their hobbies and identifying the difference between hobbies and crafts” (T02's pre-ob note2 appendix C2). Teacher 02's concern was her lesson presentation and classroom management skills. She preferred the post-observation discussion be held immediately after the observation or around the end of the shift at the school's ELIC.

4.4. 2.2.3.2 Classroom observation note

Teacher 02 started the lesson by asking the students about the previous lesson. Although the students could not tell about their previous lesson, the teacher mentioned that the previous lesson was pronunciation. (Refer T02's CLO note 2, appendix C2). Then, she introduced the day's lesson as *“hobbies and crafts”*. The teacher wrote the topic on the blackboard and asked the students if they knew what hobbies are. Few students raised their hands. The teacher gave chance to one of them and that student said, 'interest'. The teacher accepted the response as a correct response and asked another question saying, 'Do you know craft?' Then, the students kept quite. The teacher instructed the students to look at page 37. She said, “Look at the pictures and tell if you know any of the activities on the picture”. Two students raised their hands; the teacher gave

chance to one of them. The student looked at the picture and said, 'pottery'. The teacher agreed on the response and said, 'yes, she makes a pot' (*Refer T02's CLO note 2, appendixC2*).

The teacher wrote on the blackboard, 'what *do you do in your free time?*' And then, instructed the students to sit in groups of three. They were also instructed to select a chair person and a secretary to lead and record the group discussions. After that, the teacher copied seven questions from the students' text book on page 36 on to the blackboard. She ordered the students to copy these questions and they copied them. Then, she asked them to give some examples of free-time activities. However, the students kept quite.

After sometime, one student raised his hand and said, 'I fetch water.' The teacher gave verbal praise. Then, another student said, 'football'. The teacher seemed satisfied and instructed the students to work in their groups. She told them to focus only on four of the seven questions for the period. She was walking around the groups and encouraging the students to use the target language in their discussions.

Finally, she asked if the students had finished. Then, some groups raised their hands and read their responses. The teacher gave a verbal praise and asked the class to clap their hands to those students who read their responses.

4.4.2.2.3.3 Post observation meeting

The observer began the post-observation meeting by greeting and thanking the teacher for coming to the session. Then, the observer asked the teacher to watch the video recorded lesson and be ready for the forthcoming discussion based on the recorded lesson.

The first question raised for the teacher was what she wanted to accomplish during the lesson. She replied, "*I wanted my students understand hobbies and crafts and talk about their free time activities*". (T 02's POM notes 3 appendix C2)

Concerning the attainment of the lesson objective Teacher 02 said, "*I think I achieved my objective because majority of the students tried to speak about their leisure time activities*". (T 02's POM notes 3 appendix C2)

She was also asked to tell if all students participated. She mentioned that many students participated in the group work. She further mentioned some students had deterred from practicing (participation) due to their poor language learning background.

The observer commented that only two students were observed telling their hobbies. The teacher, on the other hand, said “*the two students were group leaders and they were representing their group members*”. (T 02’s POM notes 3 appendix C2). The observer asked the teacher how she could say the majority of the students had participated since they (the two students) only represent six students including themselves. She mentioned that she had ten groups but only two of the ten groups were reported their work.

Another question raised by the observer was the reason why the teacher used all the class time only on the introductory section of the unit. She replied, “*I could not move forward because my students did not understand the introduction fully*”. (Refer T02’s POM note 3, appendix C2). The observer suggested that the purpose of unit introduction is to pave a way to learning/ practice. It is not the end by itself. It is just the beginning and aimed at creating awareness of the forthcoming practices/lesson. So, it should take the first five minutes of the class time in many cases. It should not take much time or the whole period.

The teacher was asked to reflect on her grouping techniques and she mentioned that she did not apply any technique apart from grouping students with proximity (students we sit together work together). Then, the observer advised the teacher to try mixed ability grouping because it may help students learn from each other. It encourages cooperative learning.

The final question presented to the teacher was what she would change if she was given a second chance to teach the same lesson. Teacher 02 said she would change many things based on the post-observation discussions. Time management, encouraging students’ participation, and mixed ability grouping are among the changes she would make.

4.4.2.2.4 Brief lesson report – observation IV

4.4. 2.2.4.1 Pre-observation meeting

The specific topic for the observation session was “*Reading passage: The karate lesson.*” The objective of the lesson was for the students *to be able to do the comprehension questions*. The

teacher decided to make her students practice silent reading and work in small groups during comprehension question activities. She said, “The objective of the lesson will be addressed if majority of the students answer the comprehension questions correctly.” (Refer T02’s pre-ob note3, appendix C2).Teacher 02’s concern was her lesson presentation and classroom management skills. She preferred the post-observation discussion to be held immediately after the observation or around the end of the shift at the school’s ELIC.

4.4. 2.2.4.2 Classroom observation note

The reading comprehension lesson began after Teacher 02 wrote the topic on the blackboard as: “*The karate Lesson*”. Then, she instructed the students to open their text books on page 49- 50 to read the passage silently and individually. There was at least one text book on one desk throughout the class. The teacher was walking around the classroom and urge students to read silently.

Despite the teacher’s effort, some students were overheard reading audibly. After some minutes, the teacher instructed the students to open their text books on page 51 and do the first exercise (a comprehension question with ten questions) in their groups. She also instructed the group leaders and the secretary to lead the group discussion and to write down the group’s response for each question. After some minutes, the teacher instructed the students to pass to activity two on the same page. The teacher was walking around the groups while students were working together. She asked if they had finished and students said ‘no’ in one accord.’ ‘Ok,’ said the teacher,’ raise your hands as soon as you finish.’ (Refer T02’s CLO note4, appendix C2) She called out the students group numbers and asked them to report. Whenever students failed to provide the right answer, the teacher provides. When a group leader gave the right answer, the teacher usually asked the whole class to clap their hands. After all groups had got a chance, the teacher postponed the remaining exercises as a home work.

4.4.2.2.4.3 Post-observation meeting

During the post-observation session, the teacher was invited to watch the video recorded lesson before the discussion began. After that, discussions on the observed lesson were carried out accordingly.

The first discussion point presented to the teacher was what she wanted to achieve during the lesson. She replied, *“I wanted the students to practice silent reading and comprehend the reading text”*. (T 02’s POM notes 4 appendix C2)

The classroom observer asked questions on pre-reading, while reading, and post-reading activities of the lesson. The observer asked the teacher to categorize the whole of her activities under these three sub-categories. The teacher tried to categorize her activities but she was not that much successful. She explained,

I read the title of the reading passage and instructed the students to read silently and individually. I think this was a kind of pre reading activity. I also gave activity 1 (1-4) as a class work to check their comprehension as a while reading task, and Finally, I gave exercise 1 (5-10) a home work as post-reading task. (T 02’s POM notes 4 appendix C2)

Then, the observer asked the teacher about her understanding of the pre-reading activity. The teacher said, *‘it is introduction.’* The observer tried to explain the importance and purposes of pre-reading activities. In like manner, the observer and the teacher thoroughly discussed on the type, purpose, and importance of while reading and post-reading activities. The observer explained the strategy. He said,

Let’s look at the lesson in terms of these three phases of reading. In the students’ text, under the title, the karate lesson, there is introduction. In the introduction, you can find the source of the extract, the author, etc. So, if you read the introduction aloud while the students are following from their textbook, you are doing a pre-reading task. You are trying to catch the students’ attention towards the reading text. Similarly, if you instruct the students to answer activity 1 while reading the extract (at the same time), then you are doing a while –reading task. Exercise 2 and 3 can be given as a home work and they are post-reading activities provided different suggestion on the strategy of using the three stages of reading activity based on the observed reading lesson. (Refer T 02’s POM 4, appendix C2).

Another question raised to the teacher during this session was related to her classroom management. She was asked about the purpose of her groupings and classroom interactions. She said, *“I was successful in forming small and interactive groups”*. (Refer T02’s POM note 4, appendix C2) The final question presented to the teacher was what changes she would make if she has been given a second chance to teach the same lesson. The teacher mentioned appropriate use of pre, while and post reading activities, managing class time appropriately were the areas

she would make change if she has been given a second chance to teach the same lesson. Since the teacher had no questions or suggestions, the post-observation session was completed here.

4.4.2.2.5 Summary of T 02's classroom observation discussions

Teacher 02's first classroom observation was conducted in conventional way (i.e. the way the classroom observation was conducted in the school). The purpose of the observation was to compare the data drawn from this observation with the clinical supervision intervention observations which have pre-observation, observation, and post-observation phases. According to the classroom observation notes of this particular session, the teacher was observed teaching the topic '*Giving Directions*'. She copied example sentences from the students' text book on to the blackboard and asked the students to practice giving directions in small groups (the information was given on a table and written on the black board), etc. Students made errors when trying to tell directions but the teacher did not give any form of corrective feed back to students. The activity was appropriate for pair work in which one student asks for and the other gives direction. Although the teacher instructed her students to practice in groups, only two students were seen practicing (in pairs). In addition to these, the teacher took much time copying notes and example sentences from the students' text book to the black board.

Observation II, III, and IV were conducted with clinical supervision procedures. There were pre-observations meetings in which the teacher, together with the observer, plan for the classroom observation and observation phases followed by post-observation meetings. The purpose of conducting three observations was to see the possible improvements in the classroom management and methodological skills of the observed teacher from observation to observation. Accordingly, the three clinical supervision classroom observations of Teacher 02 were summarized as follows:

Teacher 02 was observed teaching speaking skills in observation II. The title was 'asking politely'. She copied a note from the students' text book on to the blackboard. Then, she explained the note. The class time was ended without any practice. The observed teacher said, "*I did not make students practice the new language item due to time constraint.*"(Refer T02's POM note 2, appendix C2). During the post observation discussion of observation II, Teacher 02

mentioned that she learned how to manage her class time, how to give much time for practice, and how to organize her students to work in small groups.

During observation III, Teacher 02 was observed teaching the introductory part of unit three (Hobbies and crafts). The observed teacher finished the whole period teaching only the introduction part of the unit. The reason she gave for this during the post-observation discussion was that she intended to help the students understand the topic clearly. Teacher 02 mentioned the lessons she gained from the post-observation session of observation III. These lessons include: time management and giving much time for practice.

Generally, slight improvements were exhibited in the area of classroom management between observation two and observation three. In observation two there were no pair or small group works but in observation three, students were organized in small groups. The teacher's lesson presentation was also better in observation three than observation two. There was an appropriate opening in which the teacher asked about the previous lesson and gave the preview of the day's lesson. But, there were no follow up activities and appropriate closings for the observed lesson.

The final observed lesson was reading. During this session, teacher 02 exhibited good improvements in the areas of classroom management and in some areas of language teaching methodology as compared to observation II and III. The teacher used effective grouping during this observation in which group members were seen participating better than the two previous observations. In addition to this, the teacher's time management was also improved. The observed teacher realized these improvements and mentioned as a success during the post-observation discussion.

When we look at the teacher's methodological skills, some improvements were demonstrated, compared to the last two observations. The teacher gave a home work as a follow-up activity. However, she did not present the reading lesson systematically. The pre-reading, while-reading, and post-reading tasks were not appropriately designed. During the post-observation discussion, the observed teacher realized these issues and took them as lessons for her future teaching

4.4.2.3 Teacher 03

Teacher 03 has been observed four times, out of which two lessons were video recorded. The teacher and the observer sat for three post- observation discussions and discussed on various issues related to language teaching methodology and classroom management skills in relation to the observed lessons. The first lesson was not video recorded. The data from this observation was gathered using field notes.

The observation of the three lessons took place in two sections of grade nine (9A & 9S). Teacher 03 teaches in school 1. There were 45-60 students on each occasions in which the classroom observations were conducted. The physical size of the classroom seemed somewhat congested. The distance between the blackboard and first row of students was about a meter. In all classes students shared one text book for many (some for three, some for four or more...). Students who didn't have text book had to bend over backwards or stretch their necks forward to get a glance at other students text book.

The video recorded lessons and/ or the observation field notes showed that Teacher 03 had taught three grammar lessons. *Future possibility, passive voice and frequency adverbs* were the grammar items taught during the three observation sessions. The following discussions describe the major events of the pre-observation, observation and post-observation sessions of each lesson. The two video recorded lessons were not used in post-observation discussions since teacher 03 was visually impaired. Detailed field notes that comprised full classroom events were narrated for the teacher instead. The classroom accounts of observation one is also summarized as follows:

4.4.2.3.1 Brief lesson report - Observation I

During observation I, Teacher 03 was teaching a grammar lesson entitled “*Expressing obligation and necessity*”. The classroom was not attractive as there were no pictures, posters; etc on the walls and it was untidy. Students were sitting in rows on fixed desks. There were three or four students on one desk. The teacher began his lesson after greeting the students. Then, he asked them to take out their exercise books and write a note on ‘expressing obligation and necessity’. The teacher was dictating the notes from his Braille copy for twenty minutes of the class time. After the dictation, he explained about *must, have to, should, need to, don't need to...* He used

Amharic frequently in his explanations. Some students were observed working mathematics. After the explanation, the teacher gave another dictation. This time, the exercise was on expressing obligation and necessity. It was matching the given modals with their meanings (*Refer T 03's CLO note 1, appendix C2*). The class time was ended without a meaningful practice apart from writing dictations.

4.4.2.3.2 Brief lesson report - Observation II

4.4.2.3.2.1 Pre-observation meeting

The specific topic for observation session II was *“future possibility.”* The objectives of the lesson were for the students *to be able to express the future using ‘going to, May or Might’ and to talk about future plans.* The teacher decided to give grammar notes on the new language items, explain the note and then, give exercises related to the new structure. He said, “The objectives of the lesson will be addressed if majority of the students will be able to do the exercises” (*Refer T03's pre-COB note1 appendix C2*). Teacher 03's concern was his lesson presentation and classroom management skills. He preferred the post-observation discussion to be held immediately after the observation at the school's ELIC.

4.4.2.3.2.2 Classroom observation note

Teacher 03 greeted the students and introduced the topic of the day's lesson as, *‘future possibility’*. He asked the students to be ready for dictation. When they were ready, he started the dictation. Many students were not writing. They were simply off-task and chatting with each other. After dictating the grammar note, the teacher started another dictation. This time, he dictated exercises related to the new language item. Both dictations took almost 30 minutes of the class time. Immediately, after the dictation, the teacher asked the students whether they had finished doing the exercises. They kept quiet as no one finished the exercises. Then, the teacher provided the answers for the exercises with explanations. Class ended without any meaningful practice on part of the students.

4.4.2.3.2.3 Post-observation meeting note

Since Teacher 03 is visually impaired, the observer read the observation field notes. He told the teacher to interrupt any time he had a question. The teacher listened attentively. After finishing the description, the teacher was asked if he had a question or if he had anything to say. The post observation discussion started since the teacher had no question for clarification.

The first question raised to the teacher was what he wanted to achieve during the lesson. The teacher said, *“My objective was to teach about future plan. I had also planned to teach the students to talk about future possibility using May or might”*. (T 03’s POM notes 2 appendix C2) Then, the teacher was asked whether or not he achieved his objective. He replied, *“Yes. I achieved my objective”*. The observer, on the other hand, mentioned that many of the students did not try the activity. The teacher agreed and said this was so because of the students’ background. *“Many of the students were also observed off-task all the time. So, how do you say that you achieved your objective?”* asked the observer. (Refer T 03’s POM note 2, appendix C2). The teacher replied, *“I was trying to achieve my objective though the students were not volunteered to participate”*.

The observer asked the teacher to reflect on his time management. He said, *“I tried to use my class time effectively but I know that the dictation took much time. I had no option as the students were coming without bringing their text books.”* (Refer T03’s POM note 2, appendix C2)

The observer also asked the teacher why he spent 30 minutes of the class time on dictation. The teacher replied that he had no alternative since the students were not volunteered to bring their text books. The observer suggested different options for the dictation as it took much of the class time. Instructing the students to copy the notes and the exercises at home or in the library; if the material is not available for students, having some photocopies to be given in groups, etc. were among the suggestions.

The next question raised to the teacher was what he would change if he would be given a second chance to teach the same lesson. The teacher replied ‘If the students are willing to bring their textbooks, I will avoid or minimize dictation by instructing the students to write the notes and the

exercises before the class as you mentioned.’ (Refer T03’s POM 2, appendix C2). Since the teacher had no question or comments to make, the post-observation session was completed.

4.4.2.3.3 Brief lesson report - Observation III

4.4.2.3.3.1 Pre-observation meeting

The lesson topic for this observation session was “*passive voice*.” The objective for the session was for the students *to be able to change active voice sentences into passive voice sentences*. The teacher decided to dictate short exercises and to make the students to work in small groups. He said, “The objectives of the lesson will be addressed if majority of the students will be able to do the exercises” (Refer T03’s pre-COB note3, appendix C2). Teacher 03’s concern was his lesson presentation and classroom management skills. He preferred the post-observation discussion be held immediately after the observation at the school’s ELIC.

4.4.2.3.3.2 Classroom observation note

At the beginning of the lesson, the teacher asked the students whether they brought their text books or not. The students said, ‘no’ in chorus. Then, the teacher started to dictate the exercise on changing active voice into passive voice. Students were writing the dictation. The teacher only gave two minutes for the students to change ten active voice sentences into passive voice sentences. Although the teacher did not tell them to work in groups, they were working in groups. The teacher asked the students if they had finished and they kept quiet. After sometime, two students raised their hands and tried changing two active sentences into passive voice sentences with many errors. Finally, the teacher provided all the passive equivalents of the ten active voice sentences. (Refer T03’s CLO note3, appendix C2)

4.4.2.3.3.3 Post observation meeting note

The observer welcomed the teacher for the post-observation session and read every account of the observed lesson from the field note. The teacher was told to interrupt or to ask for clarifications at any time. He listened attentively with no interruption or question for clarification.

Then, the observer asked the teacher to evaluate the lesson and to tell whether he achieved his lesson objectives or not. Teacher 03 said, *“My objective was to enable the students change active voice sentences into passive voice sentences. So, as observed, it was difficult. They (students) could not do as I expected them to do.”* (Refer T 03’s POM note 3, appendix C2). The reason he gave for this was the students’ background’.

The observer repeated the teacher’s lesson presentation procedures and asked him to reflect on his actions (specifically to explain the reason why he incorporated many tenses in one exercise). The teacher said, *“The students had learned these (passive and active voices) in lower grades”*. (T 03’s POM notes 3 appendix C2).

The observer asked the teacher to comment on the effect of using many tenses at a time (Did it deter or facilitate learning?). The teacher was unable to comment on this issue. Then, the observer advised him that using one or two tenses at a time would increase students’ participation. The teacher agreed with the observer. The observer mentioned to the teacher that he could not find the exercise (changing active into passive) in the students’ text book. The teacher said that he used his own material as students did not bring their text books. The observer asked the teacher the reason why he did not photocopy the exercises instead of dictating them. The teacher replied that the idea did not come to his mind. The observers advised him to photocopy and distribute the notes and/or the exercises to the groups in order to save class time.

When asked on his classroom organization, the teacher said he did not tell the students to work in groups as they were already organized in groups by the school.

The school organized students into one- to -five structures. So, even though I did not tell them to sit in groups, students normally work in their groups without my blessing,” said the teacher. The observer said, “Even those who seemed working in groups were grouped just to share materials but not observed working together. (Refer T 03’s POM note 3, appendix C2).

The teacher mentioned that it was difficult for him to know these kinds of issues as he is visually impaired. He decided to tell students to work in groups next time. Finally, the observer asked the teacher what he would change if he has been given a second chance to teach the same lesson. The teacher mentioned that he would make some changes based on the post-observation discussions. The observers thanked the teacher for his time and closed the post- observation meeting.

4.4.2.3.4 Brief lesson report - Observation IV

4.4.2.3.4.1 Pre-observation meeting

The lesson topic for this observation session was “*adverbs of frequency*.” The lesson objective was for the students *to be able to use adverbs of frequency appropriately in sentences*”. The teacher decided to make students read the given examples silently. Then, he would explain how adverbs are used in sentences. After that, students were expected to do the exercises afterwards. He said, “*The objectives of the lesson will be addressed if majority of the students will be able to do the exercises*” (Refer T03’s pre-COB note4, appendix C2). The teacher’s concerns were his lesson presentation and classroom management skills. He preferred the post-observation discussion be held immediately after the observation at the school’s ELIC.

4.4.2.3.4.2 Classroom observation note

This time, a good number of students had brought their text books. The teacher instructed the students to open their text book on page 43. Then, he started reading from his Braille and explaining about adverbs of frequency. Students were following the teacher’s reading and explanations from their text books. The teacher explained the position of adverbs of frequency in sentences. He instructed the students to read seven example sentences from the students’ text book on page 43 silently and individually. After a while, he asked whether or not the students had finished reading. Some students said ‘yes’ and some said ‘no’. The teacher, then, read every sentence and explained about frequency adverbs.

After this, he instructed the students to write through dictation. The dictation took fifteen minutes. Then, the teacher told the students to work the activities, first individually and then in their groups. One student asked the teacher to tell him the difference between ‘sometimes’ and ‘often’. The teacher answered as, ‘sometimes’ mean ‘*occasionally*’ and ‘*often*’ means ‘*always*’. Another student asked the teacher what ‘*seldom*’ means. The teacher replied, “I think ‘*seldom*’ means ‘*occasionally*’ or *sometimes*”. Then, he asked the students to report their responses to the class. Most of the attempts made by students were either inaudible or fragmented. It was, therefore, difficult to know whether they had answered the questions or not. Then, the teacher gave the correct responses with explanations. After this, he instructed the students to sit in pairs

and to do activity two on page 43. The teacher called two students (Ashenafi & Dereje). He trained them and used them as a model. He ordered other students to practice in the same way.

4.4.2.3.4.3 Post observation meeting note

The observer read from his field notes all accounts of the classroom observation. The teacher was listening attentively. Then, the observer asked the teacher if he had any questions or clarifications. The teacher mentioned that all the recorded classroom accounts were correct and he had no questions or comments on the description.

The first question raised to the teacher was whether or not he achieved his lesson objectives. The teacher said, *“As I tried to implement what we had discussed during the previous observations, I think I achieved my objectives;”* (Refer T 03’s POM 4, appendix C2).

When asked to compare his classroom activities during this session with the previous sessions, the teacher mentioned points like: compelling his students to bring their text books, instructing the students to work in pairs/small groups, minimizing dictation time and maximizing practice time, giving chances for students... were among the points of improvement based on the lessons he got from the successive post-observation discussions.

The observer mentioned that students were observed having difficulty in using frequency adverbs appropriately. So, he advised the teacher to be creative and to use various approaches to teach frequency adverbs. He shared his experience to the teacher by saying,

If one approach does not work, why not you try another approach (way of teaching)? For example if your students do not understand the difference among frequency adverbs by gap filling, or question and answer, why not you try another way? Let me tell you my experience: when I was teaching in high school, I got a chance of working with American Peace corps. I observed the classroom of a female Peace Corps member teaching frequency adverbs. What she did was this: she brought some pieces of cards with her and wrote one frequency adverb on one card and posted the cards on the wall of the classroom (at different locations). Then she gave them a simple instruction she said “to day we are going to play a game. It is a competitive game. If you win finally. You will be awarded an exercise book and a pen. The game is simple. I will call your name and read a sentence. You have to go directly to the wall that has your answer. For example if I call Abebe and read ‘ I go to school’, Abebe is expected to go directly towards the wall in which ‘ always’ or often’ is written and stand there. The play goes on like this and a student who played the game with minimum error will be the winner.” Then she called the students names and

read the sentences, etc. Is it not good to teach frequency adverbs like this?
(Refer T03's POM note 4, appendix C2)

The observer advised the teacher to try different approaches whenever his students face problems of understanding certain language items.

4.4.2.3.5 Summary of Teacher 03's classroom observation

Observation one for teacher 03 was conducted without a pre-observation or post observation meetings. It was carried out in the same way that the classroom observation was carried out by the school administration every semester. The co-observer and the researcher collected data from observation I through field notes. During observation one, the teacher was observed dictating notes on 'expressing obligation and necessity', explaining the notes and dictating activities based on the notes. Throughout the class time, students were made passive listeners. Thirty minutes of the class time was allotted for writing dictation. No meaningful interaction or practice was observed.

During observation two, the teacher was observed teaching grammar on 'future possibility'. He gave notes and exercises through dictation. Many students were observed off-task during the dictation. They did not respond to the exercises. The teacher gave all the answers of the exercises by himself. No meaningful interaction was observed. The classroom atmosphere was not lively and attractive. It was rather tense. The observed teacher was advised to avoid or minimize dictation by using different alternatives. Some of the alternatives mentioned during the post-observation discussions include instructing the students to copy notes before class either from library or from their text books. He was also advised to give much class time for practice as language teaching and learning is mainly practice based.

During observation session III, The teacher was observed teaching active and passive voices. He gave the usual dictation of notes and exercises. At this time, however, the time for dictation was considerably minimized. The practice was to change active voice sentences in to passive voice. The teacher included different tenses in the exercises. Due to this, students were unable to change many of the active sentences into passive. During the post-observation meeting, the teacher was advised to teach one or two tenses at a time in order to increase the students understanding and participation. He was also advised to try other possible means like providing a

photocopied material to avoid or minimize dictation. The teacher did not tell his students to work in pairs or in small groups. The reason he gave for this was that the students knew their groups because the school administration organized them in one- to- five structures.

During observation session IV, the teacher was observed teaching on ‘adverbs of frequency’. During this session, a considerable number of students brought their text books. Teacher 03 instructed his students first to work in pairs, and then in small groups. A considerable class time was allotted for practice compared to the previous observations. Similarly, the teacher gave chance for students to participate. But, the lesson seemed difficult for the students. Many students could not give correct answers to the exercises. The teacher was advised to try other ways of teaching frequency adverbs. The observer gave his own experience as an example and advised the teacher to try the same.

To conclude, when we compare observation II, III, and IV, we can say meaningful improvements were not observed during observation II and III. Some improvements were observed during observation IV. The improvements include the teacher’s classroom management skills and presentation skills. Furthermore, the teacher was ready to learn from his actions. He tried to see alternatives to his teaching and ready to implement something new (during the post-observation meeting the teacher showed interest to implement new approaches in his teaching).

4.4.2.4 Teacher 04

Teacher 04 has been observed four times, out of which two lessons were video recorded. Then, the teacher and the observer sat for three post- observation sessions and discussed various issues related to language teaching methodology and classroom management skills in relation to the observed lessons.

The first lesson was not video recorded. The data from this observation was collected using field notes. The observations of the lessons took place in three different sections of grade nine. Teacher 04 teaches in school 2. There were 45-55 students on each occasion in which the observations were made. The physical size of the classroom seemed somewhat congested. The distance between the blackboard and first row of students was less than a meter. In all classes students shared one text book for many (some for three, some for five or more...). Students who

didn't have the text book had to bend over backwards or stretch their necks forward to get a glance at the text book.

The video recorded and/or the field note recorded lessons on which the post-observation discussions were based showed that Teacher 04 had taught two grammar lessons (obligation and necessity & pronouncing the simple past endings), and one reading passage. The following discussions describe the major events of the pre-observation, observation and post-observation sessions of each lesson. Observation one, which was used as the initial data to be compared with the final data, is also presented in brief.

4.4.2.4.1 Brief lesson report – observation I

During observation one, Teacher 04 was observed teaching *the present tense* for students of grade nine in school 2. The classroom was not warm and lively. No posters or pictures on the walls. The room was untidy. Students sat in rows on fixed desks. One desk accommodates three or four students. Teacher 04 began the day's lesson after greeting her students as usual. Then, she instructed the students to take out their exercise books and to write the exercises which she copied from the students' textbook on the blackboard. It was completing the given sentences with the correct verb form (*Refer T 04's CLO note 1, appendix C2*). After copying the whole of exercise two from the students' text, she was walking around the class room to check the students' work. Then, she asked if they had finished. Some students raised their hands and tried forming sentences like; '*He is not in this group*', '*she is in this group*,' etc. The teacher gave a verbal praise and asked the students to clap their hands for the student who tried.

The bell rang while she started writing another exercise.

4.4.2.4.2 Brief lesson report - Observation II

4.4.2.4.2.1 Pre-observation meeting

The specific topic for this observation session was "*School rules.*" The objectives of the lesson were for the students *to be able to express obligation or necessity in sentences and to find out and complete a chart about school rules.* The teacher decided to make students write some school rules they could remember individually and then in small groups. They were expected to report their group works to the whole class. She said, "The objectives of the lesson will be

addressed if majority of the students will be able to write as many school rules as possible” (*Refer T04’s pre-COB note1, appendix C2*). The teacher’s concerns were her lesson presentation and classroom management skills. She preferred the post-observation discussion to be held immediately after the observation or around the end of the shift at the school’s mini-media room.

4.4.2.4.2.2 Classroom observation note

The lesson on school rules began after the teacher asked the students whether or not they had a home work. The students said they had one. The teacher, then, ordered them to take out their exercise books and to do the home works. After students had finished their home works, the teacher gave instruction to them to write some school rules they might remember in complete sentences individually. After sometime, the teacher told to the students to sit in small groups and discuss on their sentences. In the meantime, she asked them whether or not they had finished (she asked them in Amharic which is the students’ lingua-franca). Some students raised their hands and the teacher gave chances to those who raised their hands. Those students were not using the correct structure. One student, for instance, said, ‘we should be doing our homework.’ (*Refer T 03’s CLO note 2, appendix C2*). The other student said, ‘we should not coming late’. However, the teacher did not provide any sort of correction. She asked the class to clap their hands instead. After some students (only group leaders) had tried, the teacher wrote eight sentences which she thought as school rules. All of her sentences contained errors in structure. The following two sentences were taken as examples: “I wake up early because to finish my work”, “I study hard because not to be lazy”, etc. (*Refer T 04’s CLO note 2, appendix C2*).

4.4.2.4.2.3 Post- observation discussion note

After describing the observed lesson from his field notes, the first question the observer raised to, teacher 04 was “*What did you want to accomplish during the lesson?*” The teacher replied, “*My purpose was to teach obligation and necessity. My teaching was based on the school rules. As you know, school rules are good examples for this lesson. Since students are familiar to school rules, they can talk and write about it. They can generate ideas as much as possible*”. (*T 04’s POM note 2 appendix C2*).

Then the teacher was asked whether or not he achieved his objective. The teacher said that she achieved her objective to some extent. Then, the observer added another question which said,

“Your objectives were to make the students express obligation or necessity in sentences and to find out and complete a chart about school rules...in this regard, which of the activities do you think helped you to achieve your objectives?” (Refer T 04’s POM note 2, appendix C2)

The teacher mentioned that she instructed the students to write some school rules they might remember and some students wrote as expected. So, she thought that this activity helped her to achieve her objectives.

Concerning the students’ frequent errors, Teacher 04 mentioned that she did not recognize the errors at that time and added that this would happen sometimes. The observer underlined that these errors should have been treated with some sort of systematic correction because they were linked with the objectives of the lesson. Then, the teacher and the observer discussed on the importance of feedback provision. The observer appreciated the teacher’s classroom organization. But, he felt that the activities that the students had done in groups did not encourage interaction. The observer suggested some ways of making the same lesson interactive from experience. These include, *“asking the groups to exchange their individual sentences, comment on them, improve them...? Or asking the students in groups to select the best individual work from their group members and improve it further (you can give them criteria for selection and improvement... in this case, a sentence with should/had / must...+ infinitive would be good)”* (Refer T04’s POM note 2, appendix C2).

The final question raised to the teacher was what she would change if she has been given a second chance to teach the same lesson. She said she would make some changes per the discussions made during the post-observation meeting. However, she could not tell the exact areas of a possible change.

4.4.2.4.3 Brief lesson report - Observation III

4.4.2.4.3.1 Pre-observation meeting

The specific topic for this observation session was *“pronunciation: pronouncing simple past endings with –d, -ed and -id”* The objective of the lesson was for the students *to be able to pronounce words with the past simple endings –d , -id, and –ed*. The teacher decided to make the students supply the past form of different verbs in pairs and then practice the spelling and

pronunciations of the simple past endings correctly. She said, “The objectives of the lesson will be addressed if majority of the students are able to spell and pronounce the simple past endings correctly.” (*Refer T04’s pre-COB note2, appendix C2*). The teacher’s concerns were her lesson presentation and classroom management skills. She preferred the post-observation discussion to be held immediately after the observation at the school’s mini-media room.

4.4.2.4.3.2 Classroom Observation note

As usual, Teacher 04 asked the students about their home works. After the students reported their home works, the teacher wrote the infinitive form of ten verbs on the blackboard and ordered the students to sit in pairs and to provide the simple past form of those verbs. The observer could not find these verbs on the students’ text book. The teacher was walking around the classroom encouraging the students to use the target language in their discussions. In the meantime, the teacher started writing a note about ‘going to’ and instructed the students to copy the notes if they had finished the pair work. Then, after the students had finished writing the notes on ‘going to’, the teacher asked them to report their pair works. Some students raised their hands and tried to supply the simple past tense form of the given verbs. Whenever the students failed supplying the correct form, the teacher provided the correct verb forms accordingly.

After that, the teacher drew a table on the black board. (*Refer T 04’s CLO note 3, appendix C2*). It was a drill on ‘going to’. Students were copying the table on their exercise books. Immediately, the teacher wrote a new topic, ‘Contraction/short forms of words’ and she wrote notes (*Refer T 04’s CLO note 3, appendix C2*). In the meantime, one student raised his hand and asked the teacher to tell him how to contract ‘Am I’. The teacher tried to explain only with difficulty. Another student raised his hand and asked the teacher to tell him the difference between “he’s and hes’. The teacher seemed confused and unable to answer the question. She told them to ask these questions individually after class.

4.4.2.4.3.3 Post observation meeting

The observer and the teacher met at the school’s mini-media. The observer welcomed the teacher and told her that she was going to watch the video-recorded lesson. In the place where the video recorded lesson lacks clarity or missing, the observer would supplement the missing part with his

detailed field notes. She was requested to ask any questions before the discussion began or to interrupt either the video or the observer anywhere to ask for clarification.

After presenting the lesson, the observer asked the teacher what she wanted to accomplish during the lesson. The teacher said, *“I wanted to make the students spell and pronounce past endings. The lesson was spelling and pronunciation of past endings (-d, -ed, and -id).*

Then, the observer asked the teacher whether or not she achieved her objectives. She said, *‘I think so. I made my students to write the simple past form of some common English verbs, and I think the students were practicing it.’* (Refer T 04’s POM note 3, appendix C2).

The observer mentioned to the teacher that her objective was to make students pronounce the simple past endings of -d – ed , or -id not to supply the simple past forms of verbs. The teacher said, *“I think by supplying the simple past form, they were practicing the pronunciation”.* (Refer T 04’s POM note 3, appendix C2).The observer mentioned that one could not practice pronunciation through writing. Pronunciation can be practiced loudly not silently. The teacher finally agreed with the observers on the issue.

The other point raised to the teacher was to reflect on the reason for presenting different topics which were not on her lesson plan. She mentioned, *“Pronunciation and spelling was the topic for the period but the remaining two topics, (‘going to’ and ‘contraction’) were presented as revisions”.* (Refer T 04’s POM note 3, appendix C2)

The observer advised the teacher not to present many language items in one period as it confuses students. The teacher agreed with the observer and decided not to do the same again.

Mentioning the incidents of some students’ questions on contractions, the observer asked the teacher to reflect on the reason for postponing the responses to those questions. The teacher said, *“I postponed the answers to those questions because the class time was over”* (Refer T 04’s POM note 3. Appendix C3). Then the observer advised the teacher on this issue by saying,

I think it was advisable to give the answers to the whole class as others may learn from the answers. Because we are not sure as others may not have similar questions. If the class time is not enough to give and explain the answers, then tell them that you will tell the answers next period. It is advisable even to encourage students to think over and come with possible answers for the questions.
(Refer T 04’s POM note 3, appendix C2)

The other question raised to the teacher was what she would change if she has been given a second chance to teach the same lesson. The teacher replied that she would teach the lesson differently. She further mentioned *“I will focus only on the teaching of pronunciation and spelling and give much time for students to practice the pronunciation and spelling of the simple past tense”*. (Refer T 04’s POM note 3, appendix C2).

4.4.2.4.4 Brief lesson report - Observation IV

4.4.2.4.4.1 Pre-observation meeting

The topic for this observation session was *“Reading: The karate lesson (contd.)”*. The objective was for the students *to be able to agree or disagree with others*. The teacher decided to make students agree or disagree with some given premises. She said, “The objectives of the lesson will be addressed if the majority of the students will be able to agree or disagree with the given premises.” (Refer T04’s pre-COB note4, appendix C2). The teacher’s concerns were her lesson presentation and classroom management skills. She preferred the post-observation discussion to be held immediately after the observation or around the end of the shift at the school’s mini-media room.

4.4.2.4.4.2 Classroom observation note

Teacher 04 asked the students to report their home works. They raised their hands and reported accordingly. The teacher demanded the students to read the questions first and then the responses turn- by- turn. The home work was exercise 1 on page 51. It took much class time. The homework questions were 10 and the teacher gave chance to 10 students to respond (one question for one student). Then, she summarized exercise 1 by providing the correct answers from the teacher’s guide. Those 10 home work questions were comprehension questions based on the reading passage, *The karate lesson*. They read the passage the other day and during the observation, they were doing the comprehension questions. So, the lesson was the continuation of the previous lesson.

The teacher registered the names of the students who tried the home work. She said that it would be considered as part of their class activity. The teacher thought that this would motivate others to participate in class activities. The home work took twenty minutes of the class time. After that,

the teacher instructed the students to do exercise 5 on page 51 in small groups. After some time, she asked each group leaders to report the work of their respective groups. After all group leaders reported their group works, the teacher gave exercise 6 from the same page as a home work.

4.4.2.4.4.3 Post-observation meeting note

The observer started the post observation meeting after greeting and thanking the observed teacher for coming to the session. The teacher watched the video recorded lesson attentively.

The first question for the teacher said, *“What did you want to achieve during the lesson?”* The teacher replied, *“I wanted the students to agree or disagree with a given premises. At the end of the lesson, the students might know how to agree and disagree with ideas”*. (T 04’s POM note 4 appendix C2).

Then, the observer asked the teacher whether or not she achieved her objective. The teacher mentioned that she achieved her objective because *“the students were practicing agreement and disagreement on the given propositions”*. (T 04’s POM note 4 appendix C2).

Compared to the previous observation session, students’ involvement was increased during this session. The observer asked the teacher to tell the reason/s for students increased participation, or the change she made to increase students’ participation. The teacher said, *“I formed permanent groups and gave responsibility for group leaders. They (the group leaders) encouraged as well as controlled group members’ involvement”*. (Refer T 04’s POM note 4, appendix C2).

The observed teacher mentioned that she kept the record of the students’ participation as part of their class activity (continuous assessment). Another question raised for the teacher during this session was on her feedback provision. The observer said that the teacher was not observed giving immediate feedback for the students’ errors and asked her to reflect on this issue. The teacher mentioned that she devised a feedback provision strategy that did not discourage the students. *“Instead of correcting the students’ errors now and then, I preferred to summarize all activities in the end,”* she said. (Refer T 04’s POM note 4, appendix C2). The observers explained to the teacher the effect of delayed feedback on students understanding and suggested

some ways of systematic error correction (repeating the error for students' attention, giving a chance to other students by asking 'who will help him/her', providing direct correction, etc).

The final question raised for the teacher was what she would change if she has been given a second chance to teach the same lesson. The teacher said she would make some changes on her time management and feedback provision. She also mentioned that she will change group leaders after sometime to protect the group leaders' unnecessary domination over the group members. Finally, the observer thanked the teacher for her valuable time and the session was completed.

4.4.2.4. 5 Summary of Teacher 04's classroom Observation

Teacher 04 was observed four times. Among the four observation sessions, observation I was conducted in the conventional way. It had no pre or post observation meetings; no feedback of any kind was provided. The result of the observation was not communicated to the observed teacher. The purpose of this observation was to be used as a base line data to be compared with observation four which entails pre, while and post observation procedures. During observation I, the teacher was observed teaching 'the simple present tense'. Students were working individually. No pair or group work was observed. Form focused grammar teaching was conducted. No meaningful interaction was observed. The classroom was not lively. It was teacher dominated.

Observation II, III, and IV were conducted with clinical supervision procedures. The following is the summary of these three observation sessions:

During observation II, Teacher 04 was observed teaching about 'school rules'. She instructed the students to write down the school rules they might remember and to read them aloud to the class. After sometime, some students tried to read what they wrote. They provide wrong structures but the teacher did not recognize the students' errors. She did not give any correction either. She provided a verbal praise for the students' efforts even though the structures were wrong. Students were working in small groups but they reported their works individually. During the post-observation meeting, the teacher was advised to give corrective feedbacks, to encourage students to work in small groups, and to make them present the group report rather than the

individual report. Furthermore, the teacher decided to make some changes based on the post-observation discussion made with the observer.

In observation III, the lesson was pronunciation of the simple past endings -d, -ed or -id. The observed teacher wrote some verbs on the blackboard and instructed the students to change them into the simple past tense. After this, the teacher drew a table on the blackboard in which she instructed her students to complete a drill using '*going to*'. Next to this, she taught about contractions. There were no smooth transitions between/among activities. Furthermore, the two activities ('going to' and 'contraction') were not on the teacher's plan. When we look at the first exercise, students were observed practicing spelling instead of pronunciation. During the post-observation discussion, however, the observed teacher agreed to focus only on the teaching of the spelling and pronunciation of the past -d , -ed or -id endings if she was given a second chance to teach the same lesson.

The lesson observed during observation IV was reading comprehension which was entitled, '*The karate lesson*'. After reading the passage, students were given propositions and instructed to agree or disagree with them. They were also expected to provide valid reasons for agreement or disagreement. The students were working in small groups and every member was observed participating actively. The teacher gave enough time for the students to practice and then asked them to report. While the students reported their works, the teacher kept record of the roll number of the students who tried to report. It was taken as part of their classroom activity and they were given some marks for that.

The teacher was not observed giving corrective feedbacks. During the post observation discussion, she was advised to provide feedbacks systematically and she promised to make improvements on her time management and feedback provision.

To sum up, when we compare observation II and III, we could not observe a significant improvement in the observed teacher's classroom practices. But, some improvements were observed during observation session IV. Grouping the students purposefully (by giving a purposeful practice), maximizing students' participation, and providing follow-up activities in the end were the improvements.

Furthermore, the teacher began reflecting on her own actions. She mentioned the possible changes she would make if she has been given a chance to teach the same lesson.

4.4.2.5 Teacher 05

Teacher 05 was observed four times, out of which two lessons were video recorded. Like other participants, the teacher and the observer sat for three post- observation discussions and played back the two recorded lessons. They described the lesson that was not video recorded from the detailed observation field notes. They discussed various issues related to language teaching methodology and classroom management skills in relation to the observed lessons.

Like other participant teachers, the first lesson of Teacher 05 were not video recorded. The data from this observation was gathered using field notes. The observations of the lessons took place in three sections of grade nine. Teacher 05 teaches in school 2. There were 45-55 students on each sessions in which the classroom observations were conducted. In all classes, students shared one text book for many (some for four, some for five or more...). Students who didn't have the text book had to bend over backwards or stretch their necks forward to get a glance at others text book.

The video recorded lesson and/or the observation field notes on which the post-observation discussions were based showed that Teacher 05 had taught one speaking, one grammar, and one reading lessons. '*Asking politely*', '*the present perfect tense*', and '*welcome to Ethiopia*' were the topics taught during the three clinical supervision observation sessions. The following discussions described the major events of the pre-observation, observation and post-observation sessions of each of the three lessons. Data from classroom observation I is also briefly presented.

4.4.2.5.1 Brief lesson report- observation I

During observation I, Teacher 05 was observed teaching on 'future possibility' for grade nine students of school 2. The classroom was untidy and the students were sitting in rows on fixed desks. On one desk, there were three to four students sitting crowded. The teaching began after the teacher greeted her students. Then, she started copying the notes on 'going to, may, or might' from the students' text book and instructed the students to copy the note from the blackboard.

After they had finished copying, the teacher explained the new language item (going to, may, might).

After that, the teacher copied a table from page 27 of the students' text book and asked the students to produce six sentences from the table. After sometime, she asked for voluntary students to read their sentences. Some students read out their sentences but their sentences had errors. The teacher did not give any form of corrections for the students' errors. The teacher too observed making the same error as the students when summarizing the activities. The following examples show some of the incidents in which both the teacher and students made errors

S1: He travel to Mekele his aunt.

T: Good, another student?

S2: She is write Tigray her grandparents.

T: She is going to write Tigray her grandparents. Ok. Another... (*Refer T 05's CLO note 1, appendix C2*)

The class ended while students were practicing constructing sentences from the table like this.

4.4.2.5.2 Brief lesson report - Observation II

4.4.2.5.2.1 Pre-observation meeting

The specific topic for observation session II was "*Asking politely.*" The objective for this lesson was for the students *to be able to ask for directions politely*. The teacher planed to make students ask information and help politely. She said, "The objectives of the lesson will be addressed if majority of the students are able to ask politely" (*Refer T05's pre-COB note2, appendix C2*) Teacher 05's concerns were her lesson presentation and classroom management skills. She preferred the post-observation discussion to be held immediately after the observation or around the end of the shift at the school's mini-media room.

4.4.2.5.2.2 Classroom observation note

Teacher 05 started the lesson by asking the students to tell what their previous lesson was about. The students replied that it was about 'giving directions'. Then, the teacher asked them about ways of expressing directions, expressions used when asking for directions, etc. Students raised their hands and provided many phrases. This was considered as revision of the previous lesson.

Then, the teacher instructed the students to open their text books on page 25. She read the notes on “asking politely” and explained the polite and non-polite ways of asking for information and help. She used example sentences from the students’ text book during explanations. She said “polite questions are direct questions and non-polite questions are indirect.” (Refer T 05’s CLO note 2. Appendix C2). After explaining, she copied the note from the students’ text book on to the blackboard and instructed the students to copy the note. Then, the teacher instructed the students to do exercise 2 from page 26 of the students’ text book.

4.4.2.5.2.3 Post-observation meeting note

The post-observation discussion began after the teacher carefully listened to the observer’s description of classroom events from the observation field notes. Then, the observer raised some questions to the teacher.

The first question said, “*What did you want to achieve during the lesson?*” The teacher replied, “*I wanted to teach polite questions. The students were practiced asking for help/ direction politely. This was done by comparing the polite question with the non-polite questions*”. (T 05’s POM notes 2 appendix C2).

Concerning the strategies she used in delivering the lesson, the teacher said, “*I gave notes to the students and explained the notes; I also gave them examples. After ample explanation, I gave an exercise*” (T 05’s POM note 2 appendix C2)

The observer asked the teacher if she had achieved her objective and she replied, “*I think so*”. (Refer T 05’s POM note 2, appendix C2). The observer added, “*Your objective was to make the majority of the students ask politely. So do you feel that majority of your students could ask politely?*” The teacher said “*Well, not many students. Some students tried to ask politely*”. (Refer T05’s POM note 2, appendix C2). The teacher put the blame on the students’ background saying, “*They could not do what I expected them to do due to their language learning background*”. (Refer T05’s POM note 2, appendix C2)

Another issue raised during the discussion was motivation. The observer spoke about the teacher’s responsibility of motivating students and the teacher mentioned that she gave bonus

marks as a motivation. Instead of using bonus marks, the teacher was advised to use other mechanisms like competition and announcing the winner publicly to other classes (acknowledging the student's effort, etc.), valuing the students' efforts and giving marks as part of their continuous assessment were among the advices given.

The other point raised during the post-observation discussion was the issue of considering the students interests and experiences. The teacher was observed using destinations like 'Warder' which was far from the students experience. The observer asked the teacher for the reason she used these destinations rather than using local destinations. Teacher 05 said, "*I used these destinations because they are found in the text book*". Concerning using local destinations, the teacher said, "*It did not come to my mind*". (Refer T 05's POM note 2, appendix C2). So, the teacher was advised to use places common to her and her students. As this make her lesson authentic.

Finally, the teacher was asked what she would change if she has been given a second chance to teach the same lesson. She said that she would change many things. The changes she mentioned include: organizing students to work in pairs in which one asks politely and the other one reply, using destinations that are familiar to the teacher and her students, and motivating the students to participate in class activities.

4.4.2.5.3 Brief lesson report - Observation III

4.4.2.5.3.1 Pre-observation meeting

The topic for this observation session was "*The present perfect tense*." The objective of the lesson was for the students *to be able to use the present perfect tense in sentences*. The teacher decided to explain the forms and uses of the present perfect tense, and then, to give exercises on changing some verbs into simple and perfect forms. She said, "The objectives of the lesson will be addressed if majority of the students are able to change the verb forms appropriately and construct their own sentences using the present perfect tense," (Refer T05's pre-COB note3, appendix C2). The teacher's concerns were her lesson presentation and classroom management skills. She preferred the post-observation discussion to be held immediately after the observation or around the end of the shift at the school's mini- media room.

4.4.2.5.3.2 Classroom observation note

The grammar lesson that teacher 05 taught was the continuation of the previous lesson, ‘going to, has/have’. The teacher asked her students what their previous lesson was about and the students answered in chorus as it was about ‘going to, has/have’. The teacher continued asking questions about the previous lesson saying, “for what purpose do we use going to?” the students replied in chorus ‘for future plan’. The teacher went on asking about the remaining forms (i.e. has/have). After that, the teacher ordered her students to open their text book on page 30. The teacher explained the form of the present perfect tense explicitly and then taught the use of the present perfect tense. The teacher presented the grammar lesson deductively (rule first). All of the activities were form focused. The example sentences were not contextual. (*Refer T 05’s CLO note 3, appendix C3*). The following is an example taken from the teacher’s presentation:

T: What is the simple past form of ‘lose’?

S1: lost

T: Ask

S2: Asked

T: why not we add –ed on ‘lost’? etc.

T: We use the present perfect tense for many purposes....

She has already arrived

He has lost his pen... etc. (*Refer T 05’s CLO note 3, appendix C2*)

The teacher’s presentation went on like this until the bell rang.

4.4.2.5.3.3 Post observation meeting

The observer and the teacher met at the school’s mini-media and discussed based on the video recorded lesson. As usual, the first question raised to the teacher was on the lesson objective. “*What did you want to achieve during the lesson?*” The teacher replied by saying, “*I wanted to teach the present perfect tense*”. (*T 05’s POM note 3 appendix C2*)

The next question was whether or not the teacher achieved her objective. She mentioned that she tried to achieve her objective but it was not simple due to the students’ poor language learning

background. The objective of the lesson was to make students use the present perfect tense. But, students were not observed either speaking or writing using the present perfect tense.

The teacher preferred to teach the forms of the present perfect tense rather than its function. She gave a home work. The home work was on writing skill. Students were asked to write sentences using the present perfect tense. The reason the teacher gave for her form focused teaching was the text book. *"I just followed the text book. The text book gave the form of the present perfect tense on page 30 and I did the same"* she said. The observer advised the teacher not to be over dependent on text books and be flexible and creative. *"I think the language focus of the unit started on page 29 (Going to, has/have). The text book put the practice at the beginning and the grammatical information in the end. So, I think the intention of the text book writers was to teach page 29 and 30 in one period. Am I right?"*(T 05's POM note 3 appendix C2). The teacher agreed with the observer and said, *"My students could not learn all of these in one period"*. (T 05's POM note 3 appendix C2).

The teacher was advised to minimize the difficulty level of the exercises to enhance students' participation in the classroom. The observer said, *"if the exercise of the text book is difficult for the students, teachers are expected to design simpler (to the linguistic competence level of their students) exercises without fully ignoring the exercises on the text book? Don't you think that flexibility is necessary?"* The teacher expressed her concern for covering the textbook. She said, *"It (the creativity) is necessary but we are expected to finish the text book."* The observer said that this could not slow the teacher's speed. It facilitates the students learning and increases understanding. It also increases the pace of classroom lessons as well.

Finally, the observed teacher was asked what she would change if she has been given a second chance to teach the same lesson. The teacher stipulated that she would change many things. She said she would change her time management, maximize students' participation on classroom activities, and use more time for the students classroom practices if she was given a second chance to teach the same lesson.

4.4.2.5.4 Brief lesson report - Observation IV

4.4.2.5.4.1 Pre-observation meeting

The specific topic for this observation session was “*Reading: Welcome to Ethiopia.*” The objective of the lesson was for the students *to be able to describe photographs of places in Ethiopia*. The teacher decided to make the students read the article on travel and make notes. Then, they will work in groups to identify parts of the passage. She said, “The objectives of the lesson will be achieved if majority of the students are able to read and comprehend or do the activities correctly.” (Refer T05’s pre-COB note4, appendix C2). Teacher 05’s concerns were her lesson presentation and classroom management skills. She preferred the post-observation discussion be held immediately after the observation or around the end of the shift at the school’s mini-media room.

4.4.2.5.4.2 Classroom observation note

Teacher 05 began the reading lesson after revising the previous lesson. She said, “Last period, we read a passage on Simen Mountains and did the exercises related to the passage. Today, we are going to read another passage entitled ‘Welcome to Ethiopia’.” (Refer T 05’s CLO note 4, appendix C2). The passage was an article on travel. The teacher asked the students to identify the introductory paragraph. Some students raised their hands and the teacher gave chance to one student and that student read the first paragraph. After that, the teacher instructed the students to be in their groups and to do exercise two on page 34 of the students’ text book while reading the article on page 33. The exercise was to read through the article on travel and make notes under the following headings:

- Introduction and welcome
- Tours and activities
- Flora and fauna
- Why Ethiopia is unique
- What Ethiopia offers the tourist

The teacher was walking around the groups while the students were working in their groups. The teacher instructed the students to raise their hands when they had finished. Few students raised

their hands and read their notes on each topic. The teacher took fifteen minutes to summarize the activity and then passed to another activity which was exercise 3 on page 34. The exercise was to discuss in groups about 'which reading passage the students have found the most informative'. The students were asked to give their reasons for their choices. After five minutes, the teacher asked the students to report the results of their discussions.

The students kept quite. No one raised a hand. Then, the teacher asked two individual students by name. Those two students read the part of the passage they found informative and gave their reasons for their choices. The teacher praised the two students verbally and then passed to another activity on page 35, '*Speaking: pronunciation of endings*'. The teacher explained the regular simple past endings -d, -ed or -id. The teacher tried to pronounce the verbs under each of the three groups as a model and instructed the students to say after her; first in chorus and then individually. Finally, she gave exercise 2 on page 35 as a home work. The exercise was to categorize the given verbs under -d, -ed, and -id endings according to their pronunciation.

4.4.2.5.4.3 Post observation meeting note

The post observation meeting started after the observer welcomed the teacher for the session. The video record of the lesson lacks clarity and completeness due to a technical problem on the video machine during the observation. Due to this, the observer used a detailed field note to supplement the missing parts. The observer started the video machine for part of the lesson which was video recorded while the teacher was watching carefully. Afterwards, the observer read the detailed accounts of the lesson from the field notes. The teacher was listening attentively and took notes.

Then, the observer asked the teacher whether or not she achieved her objective. The teacher said, "*I think I had achieved my objective*". The observer mentioned the objective the teacher set during the pre-observation meeting. "*Your objective for the lesson was to make your students describe places in Ethiopia based on the photographs in the passage.*" The teacher said, "*It is difficult to say the majority of the students did this. But, since the students were working in groups and some group leaders reported accordingly, I can say I achieved my lesson objective.*" The observer mentioned that only two group leaders had reported. "*I asked only two leaders to*

save my class time for the rest of the activities. I had to pass to activity two and three” said the teacher. (Refer T 05’s POM note 4, appendix C2).

The observer asked the teacher to reflect on her transition from one activity to another activity. The teacher said she made smooth transition between activities. Then, the observer asked the teacher to reflect on the relevance of the pronunciation practice to the day’s lesson as it was not on her plan. The teacher said, *“Well, I included it because I had enough time.” (Refer T05’s POM note 4, appendix C2).* The observer commented on the teacher’s response by saying, *“But you had already mentioned that you gave chance only for two group leaders due to time constraint.”* The teacher said, *“Yes, I am expected to cover the text book at the end of the academic year” (Refer T 05’s POM note 4, appendix C2).*

The observer suggested different mechanisms that may help the teacher to cover the text book. These include: arranging additional classes in the other shift or in the weekend, giving assignments, projects, etc. *(Refer T 05’s POM note 4, appendix C3).*

The final question raised to the teacher was what she would change if she has been given a second chance to teach the same lesson again. The teacher mentioned she would teach focusing only on the reading passage, and giving much time for students to practice. *(Refer T 05’s POM note 4, appendix C2).*

4.4.2.5.5 Summary of teacher 05’s classroom observation

Like all other participant teachers’, teacher 05 was observed four times among which one was used as a pre-intervention data, whereas the remaining three were conducted with the clinical supervision model. During the first observation session, the teacher was observed teaching ‘future possibility’. She wrote notes, explained it, and then, gave exercises. No pair or small group work was observed. Students were making mistakes but the teacher did not give corrective feedback. There were no meaningful interactions observed in the classroom.

The remaining three observation sessions were conducted with clinical supervision model (with pre-observation meeting, observation, and post-observation meetings). The following is the summary of these observation sessions:

During observation II, the teacher was observed teaching '*Asking politely*'. She gave notes from the students' text, explained it and gave exercises. No group or pair work observed. Students were trying to ask about places they were not familiar with. During the post observation meeting, the teacher was advised to make this activity a pair work in which one student asks for and the other gives direction. She was also advised to substitute the unfamiliar places with places that are familiar to her students. Furthermore, she was advised to be creative, not to be over dependent on text books.

The lesson during observation III was '*the present perfect tense*'. After revising the previous lesson, the teacher taught the present perfect tense deductively focusing on form. No pair/group work was observed. The teacher was advised not to take much time on explaining forms. She was also advised to try inductive way of grammar teaching (i.e presenting specific example first, practicing specific exercises, and finally teaching the rule).

During observation session IV, the lesson topic was '*Welcome to Ethiopia*'. Students sat in small groups and tried to describe pictures while reading the given text. Only two group leaders had reported their group works. During the post-observation meeting, the teacher was advised to use much time for students to practice. The observed teacher said, if she has been given a second chance to teach the same lesson, she would focus only on the reading passage and activities related to it and encourage students' participation by giving them much time.

To conclude, Teacher 05's lesson presentation skills did not show a significant and noticeable improvement in many areas. In all of the observed lessons the observed teacher was not seen having a smooth transition between activities. Furthermore her time management was not improved much. During question and answer, chances were given only to students who raised their hands. This in turn indicated that the teacher's instruction was not inclusive (it excludes those who did not raised their hands and they were the majority in all the observed lessons). But, when we look at the teacher's classroom management skills, improvements were demonstrated. Students were observed working in pairs/small groups and the groupings were purposeful. Furthermore, students were encouraged to interact among each other during group activities. The teacher also got chances of walking around the classroom and assisting the students, checking their works, and identifying their problems.

4.4.2.6 Teacher 06

Teacher 06 has been observed four times, out of which two lessons were video recorded. The teacher and the observer had sat for three post- observation discussions. They had discussed various issues related to language teaching methodology and classroom management skills of the teacher in relation to the observed lessons. The first observation was not video recorded. The data from this observation were gathered using field notes.

The observations took place in three sections of grade nine. Teacher 06 teaches in school 2. There were 45-55 students on each occasions in which the classroom observation was conducted. The physical size of the classroom seemed somewhat congested. The distance between the blackboard and first row of students was less than a meter. In all classes, students shared one text book for many (some for four, some for five or more...). Students who didn't have text books had to bend over backwards or stretch their necks forward to get a glance at the text book.

The video and/or the field note recorded lessons on which the post-observation discussions were based showed that Teacher 06 had taught one speaking, one grammar, and one reading comprehension lessons. '*Asking politely*', '*going to, has/have*', and '*The Simen Mountains*' were the topics taught during the three observation sessions. The following discussions describe the major events of the pre-observation, observation and post-observation sessions of each lesson. In addition to the three classroom observation sessions, a brief note of the initial observation (observation I) is also presented as follows:

4.4.2.6.1 Brief lesson report – observation I

During observation session one, Teacher 06 was observed teaching grammar entitled '*expressing obligation or necessity*.' She started the lesson by asking the students to open their text books on page 13. Students were observed surrounding one text book in large numbers. Then, teacher 06 had started copying notes from the students' text book on to the blackboard. After that, she explained the note using example sentences from the students' text book. Finally, the teacher asked the students to tell the use of verbs like: 'must', 'mustn't', etc. Many students did not try this activity. S1, for example, hesitantly raised his hand and said, "must is it is necessary, you have no choice". Similarly, S2 said, "mustn't is it is not a good idea". Then, the teacher said,

“No. *Mustn't* means it is not allowed, it is forbidden”. (Refer T04's CLO note 1, appendix C2)
The class went on like this until it ended.

4.4.2.6.2 Brief lesson report - Observation II

4.4.2.6.2.1 Pre-observation meeting

The specific topic for this observation session was “*Asking politely*.” The objective of the lesson was for the students *to be able to ask for directions politely and give directions to places on a map*. The teacher decided to introduce the common phrases of polite questions. She said, “The objectives of the lesson will be addressed if majority of the students are able to ask politely about directions of the given places.” (Refer T06's pre-COB note2, appendix C2.) Teacher 06's concerns were her lesson presentation and classroom management skills. She preferred the post-observation discussion to be held immediately after the observation or around the end of the shift in the school's mini-media room.

4.4.2.6.2.2 Classroom observation note

The lesson started after Teacher 06 wrote the topic of the day's lesson, “Asking politely” on the blackboard. Then, she wrote example question forms from the students' text (Refer T 06's CLO note 2, appendix C2). The teacher explained the question forms she wrote on the blackboard. She instructed the students' to open their text book on page 26 and to do exercise 2 in small groups. The activity was to use polite questions and ask for directions of the given places. The teacher gave an example, “Do you know how to get to the secondary school please?” After this, she was walking around the classroom and grouped students. She gave them group numbers.

After ten minutes, the teacher said, “Time is up!” and started calling groups, like (group 1, 2 ...), to read their polite questions. Each group leader stood up and read two or three polite questions but many of their questions had errors. The teacher supplied the correct question forms after every group leader's attempt. Every group leader asked about the places on the text book but two students preferred to ask about other places. For instance, the leader of group two said, “Please tell me the Manchester of stadium,” and the teacher corrected him as “Please tell me the Manchester stadium.” (Refer T 06's CLO note 2, appendix C2). Another student, who was the

leader of group 5, said, “Could you tell me where Ogoba’s stadium?” (Ogoba is the name of a local football field).

Apart from the structural errors, these two examples showed the students interest to talk about something that interested them or about something they are familiar with. Another interesting incident was what the two students (Mehari and his friend) did. Mehari and his friend came out as pairs. Mehari asked politely about a local place and his friend tried to give the direction of the places. Look at the following examples from their presentation:

Mehari: Could you tell me where the hospital is?

Mehari’s friend: Yes of course. Go to straight and across the road of the lakes...

Apart from the structural errors, Mehari’s and his friend’s attempt was interesting. This shows the students interest to talk about real situations.

After all group leaders read their polite questions (usually with the help of the teacher), the teacher tried to teach ways of responding to polite requests. After this, the teacher read the instruction of activity 1 on page 24. The instruction was to listen to the people at the railway station asking where these places are. “*Find the places on the post office map, and then write down the number or letter representing the buildings in your exercise book,*” she said. (Refer T06’s CLOM note 2, appendix C2). The teacher read the story from the teacher’s book two times while students were following and identifying the places on the map. After that, the teacher asked the students which number represented which place and they told the numbers. They did this activity in groups. Finally, the teacher gave exercise two and exercises three from page 25 of the students’ text book as a home work and the class ended.

4.4.2.6.2.3 Post-observation meeting note

The observer started describing the classroom events from his detailed field note and the teacher listened to the description silently and attentively. After that, the observer started the discussion by asking some leading questions.

The first question was on the strategies the teacher used to achieve her objective. The teacher asked for clarification saying, “*I don’t understand... do you mean the procedures?*” (Refer T 06’s POM note2, appendix C2). The observer clarified his question saying, “*Yes. I mean*

procedures. Procedures that lead you towards achieving your lesson objective” (Refer T 06’s POM note 2, appendix C2).

Then the teacher explained the procedures one by one. She said, *“I explained the lesson for the students, then gave group work, and finally, the groups reported their work.” (Refer T 06’s POM note 2, appendix C2).* The observer reminded the teacher about her objective and asked if she achieved it. The teacher mentioned that she tried to achieve her objective but the students’ background could not allow her to make the majority of the students practice the new language item appropriately.

The observer commented on the teachers grouping. He said, *“Students were grouped in threes but only one student reported”*. The teacher said that only group leaders were expected to report. The observer continued his questions and asked the teacher about the purpose of her grouping. The teacher said, *“I grouped students to make the lesson student centered,” (Refer T06’s POM note 2, appendix C2).*

The observer suggested that the activity would be good if practiced in the way Mehari and his friend practiced (i.e. in pairs in which one asked for directions and the other gave directions) because it could be interactive and meaningful if it was done in pairs than in groups.

The other point the observers raised to the teacher was the issue of error correction and feedback. The teacher was observed reluctant to give immediate feedback though she gave the correct version somewhere in the middle of the practice. The reason the teacher gave for this was, *“not to discourage the students by giving immediate feedback”*. Then, the observer advised the teacher on the importance of systematic immediate feedback. Repeating the errors for the students’ attention and correction, giving chance to peers, and providing direct correction, etc were among the advises given to the teacher. In the end, the observer asked the teacher what she would do if she has been given a second chance to teach the same lesson. The teacher replied that she would make changes on some areas of her teaching. For instance, *“instead of using the map in the text book, I will draw the map of Hawassa and help the students to use it in their practices. Furthermore, I will try to use error correction strategies when students make mistakes,”* she said. (Refer T06’s POM note 2, appendix C2)

4.4.2.6.3 Brief lesson report – Observation III

4.4.2.6.3.1 Pre-observation meeting

The specific topic for this observation session was “*Going to, has/have.*” She said, “The objectives of the lesson will be attained if majority of the students are able to construct sentences with going to, has/have and identify when to use going to, has/have” (*Refer T06’s pre-COB note3, appendix C2*) Teacher 06’s concerns were her lesson presentation and classroom management skills. She preferred the post-observation discussion be held immediately after the observation or around the end of the shift at or around the school’s mini-media room.

4.4.2.6.3.2 Classroom observation note

The class began when the teacher asked the students about their previous lesson. Students mentioned that they had learnt about ‘Bale Mountain’. Then, the teacher wrote the day’s lesson “going to, has/have” and asked students to open their text book on page 29. The teacher read the sentences under each picture and asked students which tense it was. The following were the sentences written under pictures in the students’ text book:

1. She is going to sow the seeds in the pot.
2. She is sowing the seeds in the pot.
3. She has sown the seeds in the pot

Then, the teacher wrote

1. Go, went, gone
2. Work, worked, worked
3. Cut, cut, cut
4. Walk, walked, walked(*T 06’s CLO note3 appendix C2*)

After that, the teacher asked which of these verbs are regular and which are irregular. Few students raised their hands and tried. The teacher lectured on regular and irregular verb forms while students were listening to her lecture. After that, the teacher instructed the students to sit in small groups and to read the sentences written under each picture (page 29). She ordered the

groups to read every sentence in relation to the picture (from 1 to 6) and write similar sentences for pictures 7, 8, and 9.

In the end, the teacher asked the students if they had finished. Some students raised their hands. The teacher gave them chance to report their answers. When they made mistakes, the teacher gave the correct forms on the spot. For the remaining fifteen minutes of the class time, the teacher was observed walking around the classroom and correcting the students' exercise books one by one.

4.4.2.6.3.3 Post-observation meeting.

The observer began the post observation discussion by thanking the teacher for coming to the meeting place. The observer and the teacher watched the video lesson silently. The teacher said, *"The lesson was good but the students were observed noisy as the students of this particular class were not good behaving students"*. (T 06's POM note 3 appendix C2)

The observer asked the teacher whether she was satisfied with the way the lesson went. The teacher said, *"If my teaching has some problems, I am ready to learn."* The observer thanked the teacher for her readiness to learn and asked her what was in her mind when she asked the students to tell the tenses of the sentences under every picture on page 29. The teacher said, *"I wanted to teach the differences of the three verb forms"*. (Refer T 06's POM 2, appendix C2)

The observer said that the purpose of the exercise on page 29 was not teaching the tense differences but to teach sequences of events. The observer used, *"He is going to plant"* and *"He is planting"* as examples. These two sentence, they said, were written in the same tense but different in meaning. The teacher said that she presented the lesson focusing on form not on meaning. Instead of presenting according to the sequence in the text book (i.e. 1,2,3,4,5,6,7,8,9), the teacher presented it differently as (1,4,7,2,5,8,3,6,9) This was because the intention of the text book writers was not clear for the teacher. Concerning this, the teacher said, *"Since the text book is new, I think we (teachers) need a sort of orientation training on its implementation"*. The teacher categorized the sentences in terms of their forms not in terms of their meanings. According to the teacher, group 1 (1,4,7) were categorized as 'going to' group; group 2 (2,5,8) were present continuous group; and group 3 (3,6,9) were the present perfect tense group. (Refer

T06's POM note 3, appendix C2). This categorization was form focused which was completely different from the purpose of the activity.

Finally, Teacher 06 accepted the observers' suggestions and decided to correct it next period. Another question raised to the teacher was why she taught the regular and irregular verb forms as it was not on her plan. The teacher said, "... *I feel that students have problems in this area.*" If so, said the observer, "*why did you take that much time as it was not your main focus?*" The teacher replied that she took much time because many students could not easily understand/identify the forms. (*Refer T 06's POM note 3, appendix C2*).

The observer shared his experience to the teacher. He said that he usually advises his students to refer to a dictionary or to refer to the back pages of grammar books for lists of irregular verbs as they are difficult to teach. Students will become familiar with these forms through time when their exposure increased. The duty of the teacher should be facilitating or creating that exposure.

Another question raised to the teacher was whether or not she achieved her objectives and the teacher replied that she achieved her objective "*to some extent*" (*Refer T 06's POM note 3, appendix C2*).

The last question raised to the teacher was what she would change if she has been given a second chance to teach the same lesson. The teacher said that she would make many changes based on the post-observation discussion. These changes include: forming a purposeful group, balancing form and function, and managing class time. The observer advised the teacher to be purposeful in her classroom organizations and to be creative in using materials (including text books), (*Refer T 06's POM note 3, appendix C2*).

4.4.2.6.4 Brief lesson report - Observation IV

4.4.2.6.4.1 Pre-observation meeting

The specific topic for this observation session was "*Reading: The Simen Mountain*" She said, "The objectives of the lesson will be addressed if majority of the students are able to do the comprehension questions" (*Refer T06's pre-COB note 4, appendix C2*). Teacher 06's concerns were her lesson presentation and classroom management skills. She preferred the post-

observation discussion be held immediately after the observation or around the end of the shift at the school's mini-media room.

4.4.2.6.4.2 Classroom observation note

The lesson began with the teacher's question about the previous lesson. Students mentioned that their previous lesson was about *has/have been and has/have gone*. The teacher asked, "when do we use *has/have gone*?" (Refer T 06's CLO note 4, appendix C2) The students kept quite. Then, the teacher answered the question and passed towards today's lesson. She wrote *B2.7 Reading: The Simen Mountains*. The teacher asked where the Simien Mountain is and students replied as it is in the northern Ethiopia. The teacher asked the region where the Simien Mountains found and the students answered 'Amhara' (Refer T06's CLO note 4, appendix C2). After that, the teacher instructed the students to open their text books on page 32 and to do exercise 4 which is the comprehension question. The teacher was copying the comprehension questions onto the blackboard. Students were busy copying the questions and reading the passage. After they finished copying, the teacher read the comprehension questions expecting responses from the students. Some students raised their hands and answered the comprehension questions. The teacher wrote the students responses on the blackboard. After finishing the six comprehension questions, the teacher instructed the students to do exercise 1 on page 32 as a home work.

4.4.2.6.4.3 Post-observation meeting note.

The post-observation meeting took place in school 02's mini-media. The observer and the teacher sat together and watched the video recorded lesson silently. The discussion began as soon as the video lesson ended.

The observer initiated the discussion by asking the teacher about the strategy she used during the lesson. The teacher elaborated her procedures saying, "*First, I asked my students where the Simien Mountains is as a pre-reading activity, then instructed them to read silently. After that, the students did the comprehension questions. Finally, a home work was given.*" (Refer T 06's POM note 4, appendix C2).

The observer asked the teacher whether or not she achieved her lesson objective and the teacher replied “yes, *I think so, because the students did the comprehension questions successfully*”. (Refer T 06’s POM note 4, appendix C2).

The observer asked the teacher to reflect on her understanding of pre-reading, while-reading and post-reading activities. The teacher reflected on her understanding by saying, “*pre-reading is used to motivate students*”. But she did not say anything about the while and post-reading activities. The observer mentioned some points on the purposes, and appropriate uses of pre-reading, while-reading and post-reading activities; (Refer T06’s POM note 4, appendix C2).

Finally, the teacher promised to use the lesson she gained from the discussion in her future reading comprehension lessons. She gave vocabulary activities as a home work and mentioned that it was a post-reading activity.

Finally, the observer asked the teacher what she would change if she has been given a second chance to teach the same lesson. The teacher laughed and said, “*Almost everything*”. The observer asked the teacher why she did not use pair/small group work. The teacher replied, “*I will make a change in that area too*” (Refer T 06’s POM note 4, appendix C2).

4.4.2.6.5 Summary of Teacher 06’s classroom Observations

Teacher 06 was observed four times. Among these, the first observation data was taken as a pre intervention classroom observation data while the remaining three were conducted based on the principles of clinical supervision. They had pre-observation meeting, observation, and post-observation meetings.

During observation I, Teacher 06 was observed teaching ‘expressing obligation or necessity’. She copied grammar note from the students’ text book and explained it. No pair or small group work was observed. The classroom was teacher dominated.

When we look at observation II, the lesson topic was ‘asking politely’. Teacher 06 copied a note from the students’ text book and explained it as usual. Students were working in groups but the grouping was not purposeful. The activity was suitable for individual work than group work. Although the teacher’s presentation was not lively, some students tried to make it somewhat attractive and interactive. Two students, for instance, came out and practiced asking for and

giving directions of local places. The other student asked the direction of a local place (Ogoba stadium) rather than unfamiliar places mentioned in the text book.

During the post-observation discussion, the teacher was advised to decide before the class whether the activity is appropriate for an individual, pair, or small group work. She was also advised to give corrective feedback immediately and systematically. Furthermore, the teacher decided to be creative in her teaching. For instance, she decided to draw the map of Hawassa city and use it as a source to teach asking for and giving directions instead of using the map of unfamiliar places. The teacher's decision was considered as a sign of development by the observer because professional development programs encourage teacher's decision and commitment.

During observation III, the teacher was observed teaching '*going to, has/have*'. She began the day's lesson by revising the previous lesson. She gave a long lecture on regular and irregular verb forms. After this, students were asked to sit in groups and did the given exercises. The exercises were writing sentences about some pictures from the students' text book.

The teacher was advised to tell her students to refer irregular verb forms either from a dictionary or from other sources. The role of the teacher was to create exposure for the students to practice them. She was also advised to be flexible and creative in her presentation.

When we look at classroom observation IV, the lesson topic was '*Reading: The Simen Mountain*'. The observed teacher began her lesson by reminding the students about their previous lesson. Then she introduced the topic of the day's lesson. The teacher was copying comprehension questions from the students' text book onto the blackboard while students were reading the passage individually. During the post-observation discussion, the teacher was advised to use pre, while and post reading activities effectively in her reading lessons.

To sum up, teacher 06's over all lesson presentation and classroom management skills were not changed as expected when compared to other participant teachers. This may have different reasons. Her commitment for change and her limited language teaching experience could be worth mentioning.

4.4.3 Summary of the major findings of classroom observation

Four successive classroom observations were conducted for six grade nine English teachers of the two sample schools in Hawassa city, SNNPR.

When we look at the results of the classroom observation data, improvements were observed in the majority of the participant teachers' lesson presentation and classroom management skills. The improvements increased from observation to observation. This showed that if clinical supervision interventions are conducted frequently and systematically, significant improvements (changes) are inevitable in many areas of the observed teachers' classroom practices.

In addition to the improvements in their classroom practices, participant teachers' confidence to be observed and their readiness to reflect on their classroom teachings enhanced from observation to observation. They were also observed developing a positive attitude towards classroom observation. The friendliness, openness, and mutual trust between the teachers and classroom observer grew from observation to observation. This in turn made participant teachers ask for more clinical supervision intervention.

To conclude, the classroom observation data of the study clearly depicted the importance of clinical supervision intervention for on-going professional development of in-service EFL teachers. The data also indicated the attitudinal change exhibited among participant teachers on classroom observation. They started looking at the developmental side of classroom observation practices.

4.4.4 Analysis of school administrators' interview data

Two English department heads and two academic vice principals of the sample schools were interviewed. Interview with one participant took from 30 to 45 minutes. So, the whole interview session for school administrators covered about three hours. The purposes of the interview were to investigate the participants' conceptions on classroom observation and on in-service EFL teachers' on-going professional development. With regard to this, the interview responses were coded and organized into different categories using a computer program called *Open Code 3.6* and then described and interpreted accordingly.

4.4.4.1 Participants' responsibility and service year for the position

The following table includes the respondents' current responsibility and service year in the position.

Table 4.1 school administrators' bio-data

Participants code	Gender	Qualifications	Responsibility	Service year in this position
Ad 01	M	B.A degree	Academic vice principal	1 year
Ad 02	M	B.A degree	English department head	1 year
Ad 03	F	B.A degree	Academic vice principal	3 years
Ad 04	F	B.A degree	English department head	3 years

As can be seen from the table above, the four participants of the interview were from two different schools; Hawassa Tabor secondary and preparatory school and Alamura secondary school. Ad 01 and Ad 02 are from Hawassa Tabor while Ad 03 and Ad 04 were from Alamura secondary school. Both schools are situated in Hawassa city, SNNPR.

4.4.4.2 Participants' conceptions of classroom observation

Under this theme ten basic questions and clarification questions were presented to the participant school administrators. The questions include: Existence of classroom observation in the sample schools, whose needs were addressed by the observation, frequency of the classroom observation, and responsible personnel to conduct classroom observation, the goal(s) of the classroom observation, whether the observed teacher was aware of the observation time before hand, the observation processes, focus area of the classroom observation, observation data management (collecting, analyzing, interpreting, and communicating), way (s) of providing negative feedback; and finally, evaluation of the existing classroom observation.

Accordingly, all the four participants mentioned that classroom observation practices exist in their schools. Among the four respondents, three of them said it was intended to address the school administration's needs while one respondent said that the classroom observation tried to address the needs of the ministry of education. For example, both Ad 03 and Ad 04 said, "*It (the classroom observation) is usually conducted based on the school administrations interest*". But,

the academic vice principal of the same school said, *“The classroom observation is conducted to address the need of the Ministry of Education”*. (Refer appendix B3) So, the participants’ response to this question clearly indicated that the purpose of classroom observation was not to address the need of the observed teacher in any way.

Concerning the planning of classroom observation, all respondents mentioned that neither the observers nor the observed teachers design the classroom observation instruments. An observation checklist which was centrally prepared is used across the departments. The schools’ academic vice principal’s office is responsible for providing the checklists to the observers team. Ad 01, for example said, *“The criteria for classroom observation are top-down and considered as a BPR process designed by the ministry”*. (Refer appendix B3.1). Similarly, Ad 03 stipulated that, *“The school administration gives the checklists to the department heads and the department heads clarify the points to the observed teachers if need be. Teachers had not been given a chance to comment on or modify the observation criteria”* (Refer appendix B3.2). Responses of English department heads of the two schools also matched with that of the vice principals. So, from this we can deduce that observed teachers did not get a chance to participate on the designing of the observation instruments. Furthermore, they were not allowed to comment on it or to modify it to suit their personal need.

Regarding frequency of classroom observation, all participants said it is conventional to conduct classroom observation every semester (once a semester). They also mentioned that the responsible personnel are the department head, the academic vice principal, and the school supervisor (some schools have a supervisor). The academic vice principal is the chairman of the observation team.

One respondent (i.e. Ad 03) mentioned that there are two types of classroom observation in her school. There is a regular (customary) observation, and the in-built supervision. The in-built supervision, according to her, is conducted by the department head and one senior teacher (from the same department). The purpose is to prepare the observed teacher for the forthcoming customary and evaluative observation. The result of the in-built supervision will not be communicated to the school administration. It is just to provide a professional support to the observed teacher; to give feedback on some selected observed behaviors.

But, even in this classroom observation scheme, there is no room for observed teachers to take part in designing the observation criteria or there is no pre-observation meeting in which the observer and the teacher sit together and plan classroom observation based on the teacher's need. This respondent (i.e. Ad 03) mentioned that the in-built supervision scheme is just a new innovation that is only devised in school 2 and it is in the verge of implementation (not implemented yet). The customary classroom observation, on the other hand, is intended to evaluate the teachers' performance and the result is taken seriously and kept as a record in the teacher's personal file.

From this, we can understand that schools are trying to devise a supplement to the weak sides of customary classroom observation and the in-built supervision of school 2 is one of these possible attempts. The other lesson learnt from the respondents is that the customary classroom observation is a kind of summative evaluation which can be performed to evaluate the classroom performance of the observed teacher at/ around the end of every semester.

Participants were also asked to tell the goal(s) of the customary classroom observation. Accordingly, one respondent said, 'the objective of classroom observation is to make teachers learn from their mistakes and teach effectively'. The other respondent (Ad 03) said that the purpose of classroom observation for novice teachers is to help them get experience from experienced staff members. For experienced teachers, on the other hand, is a performance evaluation. One respondent (i.e. Ad 02) mentioned that the customary classroom observation has two objectives: experience sharing and identifying and solving observed problems. He said, "*The goal of classroom observation is based on the government's direction and strategy for education. The first goal is experience sharing and the second is to solve problems observed in the teaching and learning processes through discussion*". (Refer appendix B3.3). Still another respondent (i.e. Ad 01) mentioned that '*classroom observation is the practice in which the classroom teacher is evaluated whether they are teaching in line with their annual plan or not (whether they are strictly following their annual plan or not)*'. (Refer appendix B3.1)

Accordingly, the responses of the participant school administrators clearly show that the objective/s of the customary classroom observation was not to bring professional development for the observed teacher. It was just to evaluate/ judge the classroom performances of the

teacher. Therefore, participant school administrators understood classroom observation as a means of teacher evaluation not as means of teacher development.

Participants were asked to tell whether or not they inform the observed teacher about the exact date of classroom observation. All respondents mentioned that teachers were informed about the exact date of classroom observation a week before the observation. They further indicated that they were notified both by the office of academic vice principal and the department head. But, they were not told about the focus area of the classroom observation.

Concerning the criteria used during classroom observation, each respondent mentioned different points: One respondent said, ‘observed teacher’s subject area knowledge’ is the main criteria; the other respondent mentioned that the criteria include: the teacher’s ability to implement student centered teaching, and carry out administrative responsibilities like committee participation, attendance taking, organizing mark list, etc. Another respondent said, ‘observers are looking for the observed teachers language use, blackboard use, and following a learner- centered approach to teaching’. The fourth respondent, on the other hand, indicated the teacher’s provision and handling of continuous assessment, application of appropriate teaching methodology, and mastery of subject matter (content knowledge) as the main criteria used during classroom observation.

These different perceptions show that there were no common understandings among respondents concerning the criteria used during customary classroom observation. This means that the body that is responsible for the implementation of classroom observation had no common understanding on the customary classroom observation criteria. This in turn indicates the fact that the observation criteria were prepared external to schools.

Participants were also asked to reflect on their observation data management. All the four respondents said that checklist is commonly used as data gathering instrument for the customary classroom observation. The checklist has numerical values and the result is usually analyzed and interpreted by the academic vice principal. All participants mentioned that there was a practice of communicating observation results when the observed teacher wanted to know the result. The following were mentioned as ways of communicating the results: One is an immediate feedback which is given by the observation team (or in some cases the department head). This immediate

feedback is oral feedback; the other one is a written report that shows the observed teachers classroom performance in percent. It is a record to be kept in the observed teacher's personal file. It is the duty of the academic vice principal to give written feedback (result) of the classroom observation. All participants mentioned that the department head and the academic vice principal are responsible personnel to provide feedback after the observation.

When participants were asked to give their evaluation of the effects of customary classroom observation on observed teachers, only one respondent (i.e. Ad 03) said it was successful. She said,

Yes, it was successful. Here, there are two things. First, there are EFL teachers (the novice) who need support on the subject matter (mastery of subject). Last year, this group of EFL teachers (the novice) were identified and given training on teaching the four skills in Hawassa College of Teacher Education. These teachers were given the training after their case was identified by classroom observation. Teachers with average performance were also identified and supported by experienced staff members (by CPD program)". (Refer appendix B3.2).

The remaining three participants said it was not successful as it did not bring a change on the observed teachers' classroom practices. "*Teachers were not happy when observed and they were not ready to accept negative comments*". They said. (Refer appendix B3.2)

4.4.4.3 Participants' conceptions on EFL teachers' professional development

Participant school administrators were also asked to reflect on their understanding of professional development, existence and status of EFL teachers' on-going professional development in their respective schools. All respondents understood on-going teacher professional development as short term trainings only. Accordingly, three respondents mentioned that EFL teachers participated in short term trainings sponsored by different bodies. One respondent among these three said, "EFL teachers participated on a two days training on student-centered way of teaching in Hawassa College of Teacher Education". In addition to this, one respondent mentioned there was training on continuous assessment which was conducted for three days. This training was sponsored and provided by a VSO volunteer that was working in Regional Education Bureau. One respondent, on the other hand, mentioned that there were no trainings recently, and the two trainings mentioned earlier were conducted a year ago.

Respondents were also asked to reflect on the feelings of the EFL teachers who participated in the trainings. Three respondents mentioned that participant teachers liked the trainings. One respondent (Ad 01), on the other hand, said the participants were not happy. He further mentioned that some participants even opposed the initiative; they considered trainings as waste of time. The reason they give for this is that they were not encouraged to implement what they learned from the training by the school administration. They were not supported when they tried to implement and there were no follow up after the training.

From these responses, we can deduce that participant school administrators understood teachers' professional development as a one-shot training. Due to this, some short-term in-service trainings were given for EFL teachers of the sample schools a year ago. Apart from these short-term trainings, school administrators did not mention the existence of any coordinated in-service teacher development scheme in their respective schools.

Participants were asked to tell who decides on the type, duration, etc. of a teacher professional development program in their schools. Each respondent mentioned different bodies that they think are responsible for making decisions related to teachers' professional development. One respondent mentioned that the decision is top-down as the decision makers are far at federal level. Another respondent said, "Schools are autonomous to decide for themselves but they could not decide as they could not get budget for implementing their plan". The third respondent, on the other hand, said "it is the school principal's responsibility to decide the type, amount, and duration of on-going teacher professional development programs". The fourth respondent mentioned that the school improvement committee is responsible for this kind of decision.

To sum up, respondents had varied responses on this issue. This variation in turn indicates that schools were not involved in the decision of the type, duration, etc of teachers' in-service professional development. Furthermore, even school administrators did not know the body/bodies responsible for planning in-service professional development for in-service teachers.

There was a question on the schools effort (if any) of planning and implementing a school-based advisory (teacher support) program. All the four participants provided four different responses on this issue. One respondent (Ad 04) said, "The department usually planned to get outside help (from neighboring schools, institutes...) but the school administration was not cooperative".

Another respondent (Ad 04) mentioned that experience sharing visits were planned and would be implemented next semester. The purpose of the visit would be to learn from the experiences of better performing government and non-government schools in Hawassa city. The third respondent said, “*We planned for this issue many times but we were not successful*”. The fourth participant (academic vice principal of school 2), on the other hand, said there exists a CPD and induction programs in her school. She further mentioned that, “CPD is for all teachers while induction is only for novice teachers. But both are forms of teacher advisory programs that intended to bring professional development” she added. (*Refer appendix B3*)

Finally, participants were asked to reflect on their perceptions of a successful professional development program. In line with this, two respondents mentioned that making the whole professional development processes transparent to teachers is one way of making teachers’ professional development successful. Another respondent said the effectiveness of a professional development program should be evaluated based on the students’ achievement. Still another respondent mentioned that teachers’ professional development program is successful if it helps the participant teachers to be effective in their teaching career.

To sum up, for participant school administrators, effective professional development program is a program that is transparent to teachers, that improves teaching, and that improves students’ achievement.

4.4.4.4 Suggestion for maximizing the efficiency of EFL teachers

Finally, participant school administrators were asked to suggest possible ways of maximizing the efficiency of EFL teachers. Regarding this, all but one of the four participants provided different suggestions: Cooperation among EFL teachers (cooperative development), provision of material support that will help teachers to improve their language skills and their language teaching skills, and participation in the school Continuous Professional Development (CPD) program were their suggestions. One participant, on the other hand, mentioned that she had no idea.

4.4.4.5 Summary of the major findings of school administrators’ interview

All respondent school administrators mentioned that classroom observation is a customary practice in their respective schools and it is conducted once a semester. The academic vice

principal and the English department head are the responsible personnel to conduct classroom observation. Observed teachers have no part in the planning or any stage of the classroom observation process. But, it is customary to inform the exact date of classroom observation, usually before a week. Teachers do not know for sure the criteria for classroom observation or the purpose/s of the classroom observation.

All respondents mentioned that checklist is the only data gathering instrument of the customary classroom observation. They said, the result of the observation was communicated verbally and in writing to the observed teacher upon his/her request. Participant school administrators had different views about the objective/s of classroom observation and the observation criteria. Four respondents gave four different responses on these issues. Majority of the participants mentioned that the classroom observation conducted so far did not bring change on the EFL teachers' professional practice.

Participant school administrators perceive short-term training as the only means for professional development. Participant school administrators held different understanding about the body that decides the type, amount and duration of a professional development program. They mentioned the ministry (at federal level), the school principal, and school improvement committee (SIP)... Teachers were not involved in decisions related to their own professional development.

According to the respondent administrators, effective professional development should be transparent to all stakeholders, should increase students' achievement, and should help participant teachers to be effective in their teaching. Encouraging cooperation among English language teachers, provision of professional materials, organizing on-job trainings, and encouraging teachers to participate on school CPD were mentioned as possible measures to be taken to maximize the efficiency of EFL teachers in the sample schools.

4.4.4.6 Participants' program evaluation

Post- intervention program evaluation questionnaire was distributed to the six participant teachers of the two sample schools. The questionnaire included six open-ended questions

The following are summary of the open-ended questions with their responses:

- *What was the most useful about the intervention?*

According to teacher 01, the most useful activities of the intervention were the post-observation discussion made soon after the classroom observation based on the video-recorded lesson and/or the observation field notes, and the training given on the processes of clinical supervision before the actual intervention. Teacher 03, on the other hand, mentioned that the most useful activity of this intervention was the observation process as a whole (the pre, while and post observation). Teacher 05 and 06 said “the whole process motivated me as if I am learning in a classroom”. According to teacher 04, the discussion after every observation and the pre-intervention training were very useful. Teacher 02 said, ‘I got the most useful experience on how to handle my students and how I can present my lesson in a better way’.

➤ *What was the least useful about the intervention?*

Regarding this question, only two respondents (Teacher 05 and Teacher 06) understood the question and answered that they had nothing to mention as the least useful activity of the intervention. The remaining four participants failed to understand the essence of the question and gave different answers which are not relevant to the question.

➤ *What were the weaknesses of this intervention?*

For this question, Teacher 01 said ‘not giving written feedback for the observed teacher’s future reference’ was the shortcoming of the intervention. Teacher 03, on the other hand, said “the intervention did not take into account the real situation of our school, the kind of students we have, etc.” Two participants, Teacher 02 and 04 said that there were weaknesses on their part as they sometimes missed their appointments with the observers. Teacher 06 mentioned that the sustainability of the program worried her so much and considered it as a drawback. Teacher 05 did not respond to this specific question.

➤ *What were the strong points of this intervention?*

Teacher 01 mentioned the time the observer stayed (from beginning to the end of the class teaching), and recording the classroom teaching with a video was the strong points of the intervention. Teacher 03, on the other hand said the focus of the observation (activity focused than person focused), and its positive and friendly approach were the strong points. Teacher 02

stipulated the feedback sessions (Post-observation session) as the strength of the intervention. Teacher 04 and 06, said, “The observers’ patience, advice, and encouragement made us to love our job”. They mentioned that these observer qualities considered the strong points of the intervention. Teacher 05 mentioned the observers’ friendliness and the detailed post-observation discussions as the strong points of the intervention.

➤ *Mention what you were looking for from this intervention but did not get*

Regarding this question, four teachers (i.e. Teachers 01, 02, 03 and 05) said, they were expecting to get a copy of the video recorded lessons but could not get. Teacher 04 said that she expected the intervention may continue for the whole year but it was only for three short months only. Teacher 06 did not respond to this specific question.

➤ *Have you attended any similar interventions provided by others? If yes, how do you compare it/them to this intervention?*

Concerning this question, all respondents said they have not attended any similar intervention.

➤ *General comments and suggestions for improving this intervention*

Teacher 01 said, “This intervention was only focused on English teachers. It would be more supportive if it includes all subject teachers in the school”. Teacher 02 said, “The intervention will be improved if it includes students too”. Teacher 03, on the other hand, said the intervention should include all English teachers of the school, not only grade nine teachers. Teacher 04 mentioned that the intervention should continue sustainably. Teachers 05 and 06 said that they were happy in what was happening and have no comments.

4.4.4.6.1 Summary of the major findings of participants’ project evaluation

When we sum up participants project evaluation, the post observation feed-back session, the clinical supervision orientation training, and the whole of the observation process were considered among the most useful activities of the intervention.

Participant teachers were unable to mention the least useful activity of the intervention. Concerning the weaknesses of the intervention, however, absence of written feedback, and not considering the school and the students’ situation were mentioned as weaknesses of the intervention by two participants.

Time the observers stay in classroom, video-recording of lessons, friendliness and positive approach of the observer, and the post-observation feed-back session were mentioned as the strengths of the intervention. With regard to the participants' expectation from the intervention, participants mentioned getting a copy of the video-recorded lessons and longevity (sustainability) of the intervention were their expectations from this intervention. Finally, participant teachers suggest the inclusion of other subject teachers and all English teachers teaching at different grade levels for the betterment of the intervention.

CHAPTER FIVE

SUMMARY, CONCLUSIONS, RECOMMENDATIONS AND IMPLICATIONS OF THE STUDY

5.1 Introduction

The main purpose of this research is to investigate the role of clinical supervision on in-service EFL teachers' professional development. The study mainly used qualitative research design. To collect data, three methods were used. These were interview, classroom observation, and participants' project evaluation.

In this chapter, summary of the study, discussion of the findings in relation to the research questions, conclusions, implications in relation to teachers' professional development, and some limitations of the study are presented. The chapter is concluded with suggestions for further research. Recommendations were also made based on the findings.

5.2 Summary of the study

The study builds on literature and offers context-specific insights on the role of clinical supervision on in-service EFL teachers' professional development. Clinical supervision intervention has made a support to the participant EFL teachers' professional development. However, in spite of its importance, the sample secondary schools in general and department of English in particular, have not employed it as teachers' professional development scheme. They would rather have used the customary supervision which, in their own terms, "has not brought any change on the supervised teachers' classroom practice" (*refer School administrators' and teachers' interview Appendix B*).

5.2.1 Procedures

This section described exactly what the researcher did in undertaking the study. This study targeted grade nine English teachers of Hawassa Tabor and Alamura Secondary Schools. These schools are situated in Hawassa city, SNNPR. Six teachers and four school administrators were participants of the study.

In this study, qualitative research design was used to investigate the role of clinical supervision on in-service EFL teachers' professional development. Multiple data gathering instruments were employed to maximize the validity of the study. These include: i) Teachers' interview, ii) School administrators' interview, iii) classroom observation, and iv) participants' project evaluation. These methods were used to achieve the objectives of the study. The main study was conducted in the first semester of 2012/2013 academic year.

Before gathering data, the researcher visited the schools to identify the participant teachers and to get permission from the schools. Then, participant teachers were selected among grade nine English teachers. For the selection, grade nine English teachers who volunteered to participate in the study were registered. Since the number of registered volunteers exceeded the sample size of the study, lottery system was used to specifically identify the participants. Accordingly, six participants were identified among the twelve teachers registered to participate.

The six participant teachers and four school administrators were interviewed separately in their work place. Each interview session took 30-45 minute. The interview was conducted in Amharic. It was tape recorded, transcribed into English and then interpreted.

The English department heads of the schools proposed teachers that would work as co-observers with the researcher. Then, discussion was made with the proposed co-observers about the purpose of the study and their duties and responsibilities in the course of the study. After getting the co-observers agreement, initial classroom observation was conducted for the six participant teachers. After the initial classroom observation, half day orientation training was conducted for the participant teachers and co-observers on the purpose and procedures of clinical supervision and the study.

As classroom observation was the main data gathering instrument of the study, successive classroom observations were conducted for participant teachers. Each participant of the main study was observed four times which means 24 observation sessions were undertaken. The observation data was collected using video recording, and field notes. The co-observers and the researcher worked together during the observation periods. The researcher was engaged in video recording while the co-observers were taking field notes. After that, the researcher took time and watched the video recorded lesson, took field notes and prepare discussion points for the

post-observation meeting. After that, the observer and the co-observers sat together to check their field notes and negotiated when there were differences by revisiting the video recorded lessons.

The video recording focused on the whole class teaching. Sometimes when the video machine faced mechanical problems, the researcher reverted to taking field notes like the co-observers to supplement the gap. Afterwards, the observed teacher and the observer sat together and discussed on the video recorded lesson during the post-observation meetings. The discussions were mainly on the teacher's lesson presentation and classroom management skills. During the discussions, teachers were given a chance to reflect on their selected actions/ classroom behaviors. Alternative approaches were suggested for the teacher's future classroom practices during post observation discussions. During the post-observation meeting sessions, the researcher led the session in a clear, planned and constructive way without personalizing the observed behaviors.

Data from classroom observation was analyzed descriptively. A computer software known as open code 3.6, were used to code and organize the interview data.

5.2.2 Major findings of the study

The study focused on five objectives relating to the role of clinical supervision on in-service EFL teachers' professional development.

The specific research objectives of the study were to:

- i) Explore the roles of clinical supervision process on EFL teachers' methodological skills?
- ii) Explore the roles of clinical supervision process on EFL teachers' classroom management skills?
- iii) Investigate the impacts of participant teachers' language learning experience(s), if any, on their current language teaching practice?
- iv) Investigate the conceptions of classroom observation held by participant English teachers and school administrators?

- v) Find out the conceptions of professional development held by participant teachers and school administrators?

All the research objectives were attained. The following points clearly depict how each research question of the study was answered:

Research Objective1

The first research objective was “To explore the role of clinical supervision process on EFL teachers’ methodological skills.” The instrument used to answer this question was classroom observation and the participant teachers’ project evaluation.

Four successive classroom observations were conducted for each participant teacher to see if there would be improvements of the observed teachers’ lesson presentation or methodological skills. In this regard, some improvements were observed in all areas that include clear and effective presentation of the lesson, effectiveness of activities or exercises chosen to achieve the lesson objectives, existence of smooth transitions between activities, appropriateness of the time allotted for the activities, appropriate use of teacher talk and student talk, and effectiveness of the type and amount of teacher feedback on students work.

Accordingly, the qualitative data obtained from field notes of the video recorded lessons showed improvements in the participant teachers’ lesson presentation skills. All, but one, participant teachers exhibited some improvements. (*Refer appendix C2*).

Similarly, participant teachers mentioned that their lesson presentation skills were improved due to the clinical supervision intervention (*Refer appendix D*). Participant teachers did not mention anything negative on the processes of the clinical supervision intervention. All participants asked for its sustainability and inclusiveness (to include other teachers).

To sum up, clinical supervision intervention process has brought improvement on the lesson presentation/ language teaching methodology of the participant teachers as it was clearly manifested in the study

.

Research Objective 2

The second research objective was “To explore role of clinical supervision process on EFL teachers’ classroom management skills.” The methods employed to answer this question were classroom observation and participant teachers’ program evaluation.

Participant teachers were successively observed and received feedback on different aspects of their classroom management skills like use of small groups/pair works during activities, organizing sitting arrangements in the way they facilitate learning, the teacher’s ability to divide his/her attention among students appropriately, the teacher’s ability to keep students on-task, improvement on students participation, making the classroom atmosphere conducive to learning, and the teacher’s sensitiveness to students’ difficulties and abilities.

In this regard, the classroom observation field notes and/ or the video recorded lessons and the post-observation discussions conducted with each participant teacher indicated improvements on participants’ classroom management skills. Participant teachers tried to organize their students in pairs or small groups purposefully. Furthermore, they tried to encourage their students to actively participate in class discussions. They also tried to make their classrooms interactive as much as possible (*Refer the post observation transcripts and summaries of individual teachers classroom observation data, Appendix C2*).

When we look at participants’ project evaluation, they acknowledged the importance of clinical supervision intervention on their classroom management skills. They did not mention any weakness of the intervention on this realm. They asked for its sustainability as well.

Accordingly, classroom observation data and the participants/ project evaluation data depicted that there was improvements on participant teachers’ classroom management skills due to clinical supervision intervention.

Research Objective 3

The third research objective was “To investigate the impact/s of participant teachers’ language learning experience(s), if any, on their current language teaching.” The instruments used to answer this question were teachers’ interview and classroom observation.

During the interview, three out of six participant teachers said their current teaching practice is influenced by their language learning experiences. Two participants, however, refrained from commenting on this issue while one participant teacher mentioned his teaching is not influenced by his language learning experience. On the other hand, all participants said that grammar lessons were predominantly taught in their classrooms when they were students. They also remembered that their English classrooms were teacher dominated and all classroom interactions used to be initiated from their teachers.

Data obtained from the classroom observation, on the other hand, showed almost all participant teachers were influenced by their language learning experiences. Among the 24 observed lessons, 12 were purely grammar lessons and even those claimed to be speaking, pronunciation, etc. were changed to grammar lessons in between (Refer T06's pronunciation lesson, and T 03's speaking lesson). Furthermore, they preferred a teacher dominated classroom. They tried to organize their students in pairs or small groups but they were the dominant speakers throughout the sessions of the lesson imparted. The amount of teacher and student talk was not balanced (teachers ask and answer questions without giving appropriate wait time to the students).

So, both the interview and classroom observation data showed that participant teachers language teaching was influenced by their language learning experiences.

Research Objective 4

The fourth research objective was "To investigate the conceptions of classroom observation held by participant English teachers and school administrators." The instrument used to answer this question was structured interview conducted with the participant teachers and school administrators.

According to the interview data obtained from participant teachers and school administrators, participant English teachers and school administrators had agreed on the necessity of classroom observation in schools. But, it was found that they held different conceptions on its objective. For participant teachers, the goal of classroom observation should be developmental and frequent, with appropriate and immediate feedback. Participant teachers preferred not to be evaluated or graded by the observers. They remembered the classroom observation they had gone through as threatening and frustrating.

For participant school administrators, on the other hand, classroom observation is the way of evaluating the teachers' overall performance (all his/her school performance, not a classroom performance only). It was conducted to address either the Ministry's or the school administrators' need, but not the teachers' need, and carried out once a semester to evaluate the semester summative performance of the observed teachers. The criteria of the classroom observation were made somewhere else (not in the school) and be used across departments. The participant school administrators believed that teachers should get their observation result or feedback up on their request.

Generally, classroom observation was made in the sample schools conventionally with different conceptions on its objective and implementation among the participants (the observers and the observed).

Research Objective 5

The fifth research objective was, "To find out the conceptions of teachers' professional development held by participant teachers and school administrators." The instrument used to answer this question was teachers' and school administrators' interview.

Accordingly, some participant teachers perceive professional development as on-going process that intends to improve the classroom practices of teachers. They further said teachers' professional development practices include trainings, personal reading of professional literature, and workshops.

For participant school administrators, on the other hand, teachers' professional development practices are supposed to be short term training sessions only. For them, a successful professional development program is a program which is transparent to all stakeholders (teachers, school administrators, students...), and that helps the participant teachers to be effective in their teaching career. It should also increase students' academic achievement.

Similarly, effective professional development program according to participant English teachers is a program that brings change on the classroom practices of the participant teachers.

To sum up, participant teachers' and school administrators held almost similar conceptions on the concept, type and practices of teachers' professional development. They both understand it as an on-going process that brings a change on the classroom practices of the participant teachers. But, participant teachers understand professional development as trainings workshops and personal readings while the school administrators understanding of professional development activities is limited to short-term in-service trainings only.

5.3 Conclusions

This chapter has discussed the findings of the study with specific reference to the five research objectives. The study revealed that clinical supervision intervention is effective in helping participant in-service EFL teachers' professional development. It gives participant in-service EFL teachers a chance to reflect on their action, evaluate their action, plan for further improvement and make changes whenever it is necessary.

From the result of the study, it can be deduced that Egan's helping cycle model, which was taken as the model of the study, was effective for all participant teachers. During the pre-observation conferences, observers attended and listened to the teacher on what s/he intended to do. During classroom observation, observers related observed behaviors to what the observed teacher had set out to do. They listened attentively to the teacher's reflection on the observed lesson, guided the teacher to the new ways of lesson presentation and classroom management, and helped the teacher to plan on the next lesson during the post-observation conferences.

In addition to this, Egan's model has various assumptions. One of the assumptions is that *helping is a problem solving process*. The aim of the process is to allow the participant teachers to solve their problems. In this realm, participant teachers of the study were observed reflecting freely on their observed lessons during the post observation meetings. They identified the problems in the lesson and sought solution together with the observer. Another assumption of the model is that *helping as educative process*. Accordingly, the goal of the helping process is learning (unlearning, relearning, and new learning). So, clinical supervision interventions of the study helped the teachers to unlearn their unproductive language learning experiences in the area of lesson presentation and classroom management and helped them learn new approaches.

Egan's model assumes that *helping is a collaborative process*. So, the clinical supervision interventions of the study were conducted with full collaboration between the observers and the observed teachers. The model also assumes that *helping is a cognitive behavioral process*. In this regard, the aim of the process is to help the participant teachers change the way they act through a new understanding of what they are doing. Accordingly, the clinical supervision conducted during the study period helped the participant teachers to get new understanding of their actions; particularly, on their lesson presentation and classroom management skills. *Helping as a client*

centered process is another assumption of Egan's helping cycle model. The aim of the process of helping is to provide the participants with the skill and knowledge to solve the problems. Clinical supervisor (classroom observer) of the study assisted the teacher to solve the problems on the observed lesson by providing professional advice and alternative approaches during post-observation meeting.

When we look at participants' project evaluation, all participant teachers expressed their interest for more clinical supervision intervention. This, in turn, enhanced the teachers' motivation towards participating in supportive professional development schemes. It also helped them see at the developmental side of classroom observation.

The study also identified participant teachers and school administrators' conceptions on classroom observation and in-service EFL teachers' professional development. In this respect, participant in-service EFL teachers and school administrators held different conception on the objective and implementation of classroom observation while holding almost similar conceptions on the concept, type, and practices of in-service EFL teachers' professional development.

5.4 Implications

The study, investigated the participant teachers lesson presentation and classroom management skills. Furthermore, it examined the impact/s of the participants' language learning experience on their teaching practice. In addition to these, the participant teachers' and school administrators' conceptions of classroom observation and in-service EFL teachers' professional development were also investigated.

The results of the study showed that the clinical supervision model which was taken from Egan (1994), helped the participant in-service EFL teachers to plan, to act, and to reflect on their actions based on the principles of language teaching and learning. Unlike the customary evaluative classroom observation, it was conducted in a friendly, supportive, and developmental manner. It was participatory and based on the needs of the observed teachers.

Accordingly, school administrators need to reconsider the existing supervision practices. They need to make it participatory and developmental. They have to plan, implement, and evaluate the whole supervisory process with observed teachers in a supportive and friendly manner.

Furthermore, they have to consider the role of in-service EFL teachers in the professional development activities of the school. If teachers are left aside from participating on their own professional development activities, they become resistant to any professional development attempts as it was observed so far.

Similarly, in-service EFL teachers need to change their attitude towards classroom observation. They have to consider its developmental side and participate willingly on the whole supervisory processes. They need to cooperate with their supervisors on the planning, implementation and evaluation phases of the supervisory process.

School administrators and in-service EFL teachers need to have common conceptions on classroom observation and on-going professional development. Unless the stakeholders hold similar conceptions, it is very difficult for any intervention to achieve its objective (s). In the same manner, it is also difficult for the participants to benefit from an intervention unless they become familiar with its purpose and believe on its importance for their professional growth. So, there need be awareness raising activities for participants before implementing an intervention.

Different segments of the Ministry need to change the existing evaluative classroom observation schemes in schools. They need to establish a system of classroom observation which is developmental and on-going. For this, Egan's classroom observation model is an appropriate model. The model encourages participation of observers and teachers at all levels. Furthermore, it encourages teachers to reflect on their actions freely in a friendly and professional manner. The model has three phases which are cyclic. The phases include: pre-observation, observation and post-observation. During these phases, classroom observers and teachers perform different tasks for a common goal. The model needs a clinical supervisor trained in advising or supporting teachers. So, different segments of the Ministry are expected to find a way of providing this training to in-service EFL teachers selected to work as clinical supervisors. According to the research model, clinical supervision is not summative. It is an on-going and formative intervention. So, clinical supervision intervention is effective when it is implemented frequently. To conduct on-going and successive clinical supervision of EFL teachers, there need be a school-based clinical supervision support system.

5.4.1 Implications for Future Research

This research is mainly focused on the role of clinical supervision on in-service EFL teachers' professional development. It was focused on the improvements of participant teachers' classroom management and lesson presentation skills. It also tried to investigate the influence of participant teachers' language learning experiences on their teaching practice. Moreover, it tried to depict the conceptions participants held about classroom observation and professional development because the participants' conception determine the effectiveness of a professional development program.

The goal of clinical supervision (as mentioned in previous chapters) is effective teaching and effective teaching is the sum total of effective classroom management, effective use of methodological skills, and effective use of linguistic skills. So, interested researchers can conduct a longitudinal study on the role of clinical supervision on improving teachers' linguistic skills.

Broadening the scope of investigation is also one possible suggestion for further research. Although this study has given useful and usable insights, it was very controlled in nature; it can only offer limited and limiting perspectives on role of clinical supervision. So, we need more classroom-based research projects on the role of clinical supervision for teachers' professional development.

The mismatch between the teachers and school administrators' conceptions of classroom observation can also be used as an area for future research. It is possible to study the cause/s and impacts of this mismatch on teachers' on-going professional development.

5.5 Recommendations

Based on the findings discussed, the following recommendations were made.

- i) The classroom practices of teachers who participated in this research was observed to be improving. The improvement was significant in the areas of classroom management and lesson presentation/methodological skills. Participant teachers in the study noted that clinical supervision intervention is friendly, supportive and essential scheme for in-service EFL teachers' professional development. Having positive attitude towards the intervention is very important for its effectiveness. Accordingly, the classroom observation data proved such conviction and practice of the participant teachers during the intervention period. Therefore, schools should revisit their approach to classroom observation/supervisory practices to make it developmental rather than judgmental.
- ii) During the customary classroom observation, teachers seemed to be left aside in the decision making processes (i.e. planning, implementing, and evaluating the processes of their own professional development scheme). The research, on the other hand, showed the need for teachers' full participation in all stages of professional development schemes. Schools should involve teachers at all levels of professional development activities (from planning to implementation, and then to evaluation). This, in turn, will make teachers feel responsible for their own professional development. It will create a sense of responsibility and ownership of the whole process. So, schools should create a conducive environment for teachers to be involved in a reflective teaching practice with appropriate guidance and encouragement. They should be encouraged and supported to take risks of their own practices in developing their own professionalism.
- iii) Given the influence of participant teachers' language learning experience, teachers should be made aware of the level and types of the influences and guided to unlearn what they wrongly learnt from their previous teachers' way of teaching and handling classrooms. Clinical supervision practices, if managed properly, can help teachers to

identify the type and level of impact their language learning experiences have on their current practices. It will also indicate a possible way out through discussion with the observer.

- iv) Implementing clinical supervision intervention in schools need a skilled observer who has appropriate training on the implementation of clinical supervision. These skills include: planning clinical supervision, developing data gathering instruments, analyzing and interpreting observation data, and finally systematic ways of conducting a post-observation (feedback provision) session. So, concerned bodies like schools, Woreda or city education offices, and regional education bureau or the Ministry of Education are expected to train and assign clinical supervisors. The candidates of the training will be English language teachers as they are going to assist their fellow language teachers afterwards.
- v) Clinical supervisors and teachers sometimes may face some problems which cannot be solved on their own. Some issues may need further treatment. In these situations they may need the help of someone with better qualification and/or experience, or an institution well equipped with resources they need. It is advisable to create a cluster of schools working together and/or a school-university link. Currently, there are universities in almost all regions of the country. Among the objectives of establishing universities in regions, the main one is for the universities to provide community service. For the English departments of universities, therefore, the communities in their vicinities are schools. In this regard, there should be a school-university link to assist the professional development of school teachers.

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APPENDICES

**Addis Ababa University
School of Graduate Studies
Department of Foreign Languages and Literature**

Appendix A: Interview guidelines for participant teachers

A1. English Version of Teachers' interview

Opening statement:

Thank you for taking part in this research and for agreeing to be interviewed. The interview will last about half an hour. The purpose of this interview is to understand your background in language learning, language teaching, and language teachers' professional development; it is also to understand your views about language learning, language teaching, and language teacher development. Please remember that the validity of this investigation depends on the extent to which your responses are open and frank. So, please answer honestly and in as much detail as possible. Your responses will be used for research purposes only and will remain confidential. I would like to record the interview, with your consent.

Before we proceed, is there anything you would like to ask me?

(allow time for any question and begin recording)

List of basic questions (additional questions may be asked in relation to the respondent's answers to the basic questions)

I. Participant's information

1. Tell me your over all teaching experience in years.
2. For how long do you teach English in High school?
3. Why do you want to be an EFL teacher?
4. Are you happy in what you are doing?

II. Participants' language learning experience

Please tell me about your own experience of language learning:

1. Can you remember what kinds of activities you did?
2. How were you expected to behave as a learner?

3. What kind of role did your teacher take?
4. How did your teachers manage the classroom?
5. Tell me your teachers' way of asking questions. Did they ask the whole class/individual students/? Did they give chance to all students, etc.?
6. How did your teacher handle discipline? (disruptive behaviors for example)
7. What are your conceptions of Individual differences? How do you address these differences?
8. Do you think motivation is important for language learning? If yes, how do you motivate your students to become good language learners?
9. What is/are the role of a teacher and the learner in a language classroom?
10. Do you think your own language learning experiences have any influence on the way you teach?
11. Can you tell me about a good language teacher that you know, perhaps one that you have worked with, or a teacher who taught you?
12. If your answer for question number 9 is 'yes' what are his/her qualities (the behavior you like most)

III. Participants' conception of classroom observation

1. Do you think teacher observation is needed in schools or not?
2. What experience do you have? Think of the instance/s you were observed by another person while teaching, what did you feel and why?
3. What do you like to be the goals of classroom observation?
4. Are you familiar with some forms of supervision so far? If so, who was/were the supervisor/s? What do you think is/are the objective/s of the supervision?
5. Do you like to know the time you will be observed?
6. In what time intervals do you want to be observed?
7. Who do you like to be the observer? (e.g. Peer, mentor, self, experienced teachers)
8. Which techniques you suggest? (e.g. Qualitative/quantitative; tape recorder/video recorder)
9. Where do you like the observer sit in the classroom?
10. How much of the class time do you like the observer stay?

11. When do you like the post-observation conference be held?
12. How do you like the post- observation conference be held?
(E.g. Discussion, comment, posing questions, giving feedback directly,)
13. Do you like to be graded (evaluated) by the supervisor? If so, how?

IV. Participants' conceptions of professional development

1. How do you describe your understanding of teacher's professional development?
2. What do you do for your own professional development?
3. Did you participate in any teacher development activities during the last 12 months? If so, tell me what they were.
4. What are your long term professional goal

A2. Amharic version of teachers 'interview guideline

አዲስአበባ ዩኒቨርሲቲ

የድህረ ምረቃ ት/ቤት

የ ወጭቋንቋዎች ና ስነፅሁፍ ት/ት ክፍል

ቃለ – መጠይቅ ለ9ኛ ክፍል የእንግሊዝኛ ቋንቋ መምህራን

በዚህ ጥናት ተሳታፊ ለመሆን ለቃለ መጠይቅ በመስማማትዎ አመሠግናለሁ። የዚህ ቃለመጠይቅ አላማዎች፤

1ኛ/ የርስዎን የቋንቋ መማርና ማስተማር የኋላ ታሪክ ለማወቅ፤

2ኛ/ በእንግሊዝኛ ቋንቋ መምህራን ሙያዊ ልማት ላይ ያልዎትን መረዳትና አመለካከት ለማወቅ ናቸው። የዚህ ጥናት ውጤት ርስዎ በሚሠጡት መረጃ ግልፅነት፣ ትክክለኝነትና ሀቀኝነት ላይ የተሠረተ ነው። ስለዚህ እውነተኛ የሆኑ፣ በተቻለ መጠን ግልፅና የተብራሩ ምላሾችዎን በኃላፊነት ሥሜት እንዲሠጡኝ እየጠየቅሁ በዚህ ቃለ መጠይቅ ወቅት የሚሠጡት ማንኛውም መረጃ ከዚህ ጥናት ውጪ ለምንም ነገር የማይውልና ምሥጢራዊነቱ የተጠበቀ መሆኑን እገልጻለሁ። በቃለ መጠይቁ ወቅት መቅረፅ ድምፅ መጠቀምና አለመጠቀም በርስዎ ፈቃደኝነት ላይ የተመሠረተ ይሆናል።

ቃለ መጠይቁ ከመጀመሩ በፊት የሚጠይቁት ማንኛውም ጥያቄ ካልዎት መጠየቅ ይችላሉ። /ጥቂት ደቂቃዎች ይሠጣሉ/

I. የተሳታፊ መምህራን መረጃ

1. ምን ያህል ዓመት በመ/ርነት አገለገሉ?
2. እንግሊዝኛ ቋንቋን በሁለተኛ ደረጃ ትምህርት ቤት ውስጥ ለምን ያህል ጊዜ አስተማሩ?
3. የእንግሊዝኛ ቋንቋ መምህር ለመሆን ለምን ፈለጉ?
4. እየሠሩ ባሉት ሥራ ደስተኛ ነዎት?

II የተሳታፊ መምህራን የ ቋንቋ መማር ልምድ በ ማስተማር ስራቸው ላይ ያመጣው ተፅዕኖ የርሥዎን የቋንቋ መማር ልምድ ቢነግሩኝ?

1. በተማሪነትዎ በእንግሊዝኛ ክፍል ጊዜ ያከናውኑዋቸው የነበሩ መልመጃዎችን አይነት ካስታወሱ ቢነግሩኝ?
2. በተማሪነትዎ እንዴት ያለ ፀባይ እንዲያሳዩ ይጠበቅብዎት ነበር?

3. የእንግሊዝኛ መምህራንን የክፍል ውስጥ ሚና እንዴት ያለ ነበር?
4. የእንግሊዝኛ መምህራንን ክፍላቸውን እንዴት ባለ መንገድ ያስተዳድሩ ነበር?
5. የእንግሊዝኛ መምህራንን የክፍል ውስጥ ጥያቄ ሥልታቸውን ቢነግሩኝ?
6. የእንግሊዝኛ መምህራንን የክፍል ፀጥታን እንዴት ያስከብሩ ነበር?
7. በተማሪዎች መካከል የት/ት አቀባበል ልዩነት አለ ብለው ያሥባሉ? የዚህ ምክንያት ምን ይመሥልዎታል? ልዩነት እንዳለ ማወቁ ለመምህር/ለርሥዎ ምን ጠቃሚታ አለው ብለው ያስባሉ?
8. በ ቋንቋ ትምህርት ክፍላጊዜ ተማሪን ማነቃቃት ያስፈልጋል ይላሉ? መልስዎ አዎ ከሆነ እንዴት ያነቃቃሉ?
9. በእንግሊዝኛ ቋንቋ ክፍል ጊዜ የመምህሩ ሚና ምን መሆን አለበት ይላሉ?
10. የ ርሥዎ የ ቋንቋ መማር ልምድ በ ማስተማር ስራዎ ላይ ተፅዕኖ አለው ብለው ያምናሉ?
11. አንድ ርሥዎ ስለሚያውቀት እጅግ በጣም ጥሩ የሆነ የእንግሊዝኛ ቋንቋ መምህር ሊነግሩኝ ይችላሉ? /ይህ ሰው የሙያ ባልደረባዎ ወይም የቀድሞ መምህርዎ ሊሆን ይችላል/
12. የዚህ መምህር መልካም ኅኖች ምን ምን ነበሩ?

III. በክፍል ውስጥ ምልክታዊ ዘራዊ የተሳተፈ መምህራን አመለካከት

1. በት/ቤት ውስጥ የመምህራን የክፍል ውስጥ ምልክታ መኖር አለበት ይላሉ? ወይስ?
2. የክፍል ውስጥ ምልክታን አሥመልክቶ ያለዎት ልምድ ምን ይመስላል?
3. የክፍል ውስጥ ምልክታ አለማ/ዎች ምን መሆን አለበት/አለባቸው ይላሉ?
4. ከዚህ ቀደም ከሱፐርቪዥን ጋር እውቂያ አለዎት? መልስዎ አዎ ከሆነ ሱፐርቪዘር/ሱፐርቪዘርዎች ማን/እነማን ነበር/ነበሩ? አላማውሥ ምን ነበር ይላሉ?
5. ርሥዎ የክፍል ውስጥ ምልክታ የሚደረግልዎት መምህር ቢሆኑ ከምልክታው በፊት ምልክታው የሚከናወንበትን ትክክለኛ ቀንና ሰዓት ማወቅ ይፈልጋሉ?
6. ምልክታው በምን ያህል ጊዜ እየተደጋገመ እንዲከናወን ይመርጣሉ?
7. ምልክታውን የሚያካሄደው ሰው ማን እንዲሆን ይመርጣሉ?
8. ተመልካቹ በክፍልዎ ውስጥ የት ሥፍራ እንዲቀመጥ/እንዲቆም ይፈቅዱለታል?
9. ተመልካቹ የምልክታውን መረጃ እንዴት ባለ መንገድ እንዲሠበሥብ ይመርጣሉ?/ምሳሌ፣ ቼክሊስት፣ቪዲዮ ሪከርደር፣ቴኝ ሪከርደር.../
10. ተመልካቹ በክፍልዎ ውስጥ ምን ያህል ጊዜ እንዲቆይ ይፈቅዱለታል?

11. የድህረ ምልክታ ውይይት ከተመልካቹ ጋር መቼ ቢደርግ ይመርጣል?
12. የድህረ ምልክታ ውይይት እንዴት ባለ መንገድ መካሄድ አለበት ይላል?/በውይይት፣በጥያቄና መልሥ፣ቀጥታ ግብረ መልስን በመሠንዘር .../
13. በክፍል ውስጥ በተመልካቹ መገምገም ይፈልጋል?

IV በመምህራን ልማት ዙሪያ ያለ አመለካከት

1. በመምህራን ልማት ዙሪያ ያለዎትን መረዳት እንዴት ይገልፁታል?
2. ለራስዎ ሙያዊ ልማት ምን እያደረጉ ነው?
3. ባለፉት 12 ወራት ርሥዎ የተሳተፉበት የመምህራን ልማት ኻሮግራም ነበር? ካል ምን ነበር?
4. የረዥም ጊዜ ሙያዊ ግብዎ ምንድነው?

A3. Teachers' interview transcript

I= Interview

R= Response

Teacher Code 01

I: Tell me your over all teaching experience in years.

R: 29 years including this academic year.

I: For how long do you teach English in High school?

R: 4 years.

I: Why do you want to be an EFL teacher?

R: My prime interest was mathematics, but I did not score enough point in ESLCE to join a college or a university. So, I joined TTI instead. When I started teaching in elementary school, I was assigned to teach English as I couldn't speak the students' native language. I become an English teacher since then due to the assignment though mathematics was my interest.

I: Are you happy in what you are doing?

R: Somehow, not that much.

I: Please tell me about your own experience of language learning. Can you remember what kinds of activities you did?

R: Grammar activities were the main focus. Sometimes they also teach vocabularies.

I: What kind of role did your teacher take? What was your role?

R: Teachers ask questions and students respond to them

I: Tell me your teachers' way of asking questions. Did they ask the whole class/individual students/? Did they give chance to all students, etc.?

R: The questioning style did not encourage participation, usually focused on active students.

I: How did your teacher handle discipline? (Disruptive behaviors for example)

R: They use punishment as an instrument.

I: What are your conceptions of Individual differences? How do you address these differences in your teaching?

R: The source of the individual difference is background, especially family background. In addition to this, nature itself has its own role in creating this individual difference. I tried to

address these individual differences by asking different questions that may include all students. I direct my questions towards all students in a random manner. I use marks as motivation. A student who is not volunteered to respond will lose some marks while a student who responds will get some.

I: Do you think motivation is important for language learning? If yes, how do you motivate your students to become good language learners?

R: Yes. Motivation is necessary for language teaching. I usually motivate them by using different games...

I: Do you think your own language learning experiences have any influence on the way you teach?

R: Yes. I usually prefer to teach grammar as my previous teachers.

I: Can you tell me about a good language teacher that you know, perhaps one that you have worked with, or a teacher who taught you?

R: No. I did not come across with such persons.

I: If your answer for question number 9 is 'yes' what are his/her qualities (the behavior you like most)

I: How do you describe your understanding of teacher's professional development?

R: I think it is an on-going during pre-service or in-service teacher preparation.

I: Did you participate in any teacher development activities during the last 12 months? If so, tell me what they were.

R: I participated on CPD training. For two days.

I: What do you do for your own professional development?

R: I promoted myself from certificate to diploma, and then to first degree. Furthermore, I usually read different books related to my language teaching profession. I also attended different workshops prepared by the regional (Zonal) education bureau.

I: What are your long term professional goals?

R: To pursue my study up to PhD level.

I: Are you familiar with some forms of supervision so far? If so, who was/were the supervisor/s? What do you think is/are the objective/s of the supervision?

R: Department heads and principals. In some places it is used as evaluation and in some places, it is used to give feedback.

I: Have you ever been working as a mentor/clinical supervisor or worked with a mentor/clinical supervisor? If so, what are the main roles of a mentor/clinical supervisor?

R: I worked as a mentor when I was teaching in Tula. The role was to improve the novice teacher's teaching.

I: Do you think teacher observation is needed in schools or not?

R: Yes. It is important if it is for learning from each other but if it is for evaluation, I think it is not necessary.

I: What experience do you have? Think of the instance/s you were observed by another person while teaching, what did you feel and why?

R: It was frustrating because the objective was fault finding and exposing teachers.

I: What do you like to be the goals of classroom observation?

R: The objective should be educative. We should learn from each other.

I: Do you like to know the time you will be observed?

R: I don't care whether I am told or not because I am experienced.

I: In what time intervals do you want to be observed?

R: 2 to 3 times a year.

I: Who do you like to be the observer? (eg. Peer, mentor, self, experienced teachers)

R: I prefer a fellow English teacher (a colleague).

I: Where do you like the observer sit in the classroom?

R: Back seat.

I: How much of the class time do you like the observer stay?

R: As s/he likes to stay.

I: How and when do you like to receive feedback?

R: Immediately in discussion.

I: Do you like to be graded (evaluated) by the supervisor? If so, how?

R: No. I don't want to be graded by the supervisor. But I preferred to be supported instead.

Teacher Code 02

I: Tell me your over all teaching experience in years.

R: 12 years

I: For how long do you teach English in High school?

R: Three years in high school and 5 years in junior secondary school.

I: Why do you want to be an EFL teacher?

R: My interest to be an EFL teacher has a long story. It began since primary school. My English teachers at primary and junior secondary school usually appreciate my work and motivated me to do more....

I: Are you happy in what you are doing?

R: Well, I am happy in teaching English but I am not happy in being a teacher.

I: Please tell me about your own experience of language learning. Can you remember what **kinds of activities** you did?

R: Grammar and vocabulary, reading.

I: What kind of **role** did your **teacher** take? What was **your role**?

R: They appreciate their students (appreciative).

I: How did your teachers **manage the classroom**?

R: They usually helped students to focus on their learning.

I: Tell me your teachers' **way of asking questions**. Did they ask the whole class/individual students/? Did they give chance to all students, etc.?

R: Mostly the focus was on active learners but sometimes they may ask other students too.

How did your teacher handle discipline? (Disruptive behaviors for example)

I: What are your conceptions of Individual differences? How do you address these differences in your teaching?

R: The students' family background, and behavior are the sources of individual difference. I tried to address these individual differences by advising the student that learning language is an easy task. I also tell them to enhance their word power by trying to know the meanings of at least five new words in one week.

I: Do you think motivation is important for language learning? If yes, how do you motivate your students to become good language learners?

R: Yes. I motivate them as I tried to mention above.

I: Can you tell me about a good language teacher that you know, perhaps one that you have worked with, or a teacher who taught you?

R: Yes.

I: If your answer for question number 9 is 'yes' what are his/her qualities (the behavior you like most)

R: Appreciation. She usually appreciates her students little effort.

I: Do you think your own language learning experiences have any influence on the way you teach?

R: Yes. I usually motivate my students by saying, "Excellent!" as my teachers. I learned the impact of appreciation on ones learning from my teachers.

I: How do you describe your understanding of teacher's professional development?

R: Training that are important to teachers.

I: What do you do for your own professional development?

R: I read different reference books to avail myself for my students.

I: Did you participate in any teacher development activities during the last 12 months? If so, tell me what they were.

R: Yes. One day Training on active learning.

I: What are your long term professional goals?

R: I have decided to change my profession and joined other department in HU. But if I get a chance I will pursue my second degree in English.

I: Are you familiar with some forms of supervision so far? If so, who was/were the supervisor/s?

R: Department heads and vice principal. They did not tell us the objective(s) of the observation.

I: Have you ever been working as a mentor/clinical supervisor or worked with a mentor/clinical supervisor? If so, what are the main roles of a mentor/clinical supervisor?

R: Yes. I worked as a mentor for a pre-service teacher. My role was advising that would be teacher.

I: Do you think teacher observation is needed in schools or not?

R: Yes. If it is scheduled and supported by necessary feedback

I: What experience do you have? Think of the instance/s you were observed by another person while teaching, what did you feel and why?

R: Initially it was frustrating because it was accidental.

I: What do you like to be the goals of classroom observation?

R: developmental

I: Do you like to know the time you will be observed?

R: Yes.

I: In what time intervals do you want to be observed?

R: 2 to 3 times a year.

I: Who do you like to be the observer? (eg. Peer, mentor, self, experienced teachers)

R: Experienced English teacher.

I: Where do you like the observer sit in the classroom?

R: At the back.

I: How much of the class time do you like the observer stay?

R: 15 minutes.

I: How and when do you like to receive feedback?

R: Immediately (maximum after one day). I prefer discussion as a means of feedback.

I: Do you like to be graded (evaluated) by the supervisor? If so, how?

R: No.

Teacher Code 0 3

I: Tell me your over all teaching experience in years.

R: 19 years

I: For how long do you teach English in High school?

R: Four years

I: Why do you want to be an EFL teacher?

R: I am interested in teaching English.

I: Are you happy in what you are doing?

R: Somehow happy. I am not happy to teach English as majority of the students have poor background Furthermore, I am not happy because of my meager income.

I: Please tell me about your own experience of language learning. Can you remember what **kinds of activities** you did?

R: Grammar rules.

I: What kind of **role** did your **teacher** take? What was **your role**?

R: Teachers were transmitters of knowledge and students were receivers. It was not interactive/participatory.

I: How did your teachers **manage the classroom**?

R: Traditional.

I: What are your conceptions of Individual differences? How do you address these differences in your teaching?

R: Family background (upbringing). As much as possible, I usually try to be inclusive, I try to teach a lesson that include all students (fast, medium, and slow learners)

I: Do you think motivation is important for language learning? If yes, how do you motivate your students to become good language learners?

R: Yes. By giving bonus marks.

I: Can you tell me about a good language teacher that you know, perhaps one that you have worked with, or a teacher who taught you?

R: No.

I: If your answer for question number 9 is ‘yes’ what are his/her qualities (the behavior you like most)

I: Do you think your own language learning experiences have any influence on the way you teach?

R: Yes. I think I copied my high school English teacher in many ways. I give bonus marks to encourage students like him...

I: How do you describe your understanding of teacher’s professional development?

R: I think it is a way of helping the teacher to be effective in his teaching. It is an in-service way of helping the teacher to enhance his professionalism.

I: Did you participate in any teacher development activities during the last 12 months? If so, tell me what they were.

R: Yes. A two days training on continuous assessment. I also participated in school CPD program.

I: What do you do for your own professional development?

R: I participate in CPD programs, read, ...

I: What are your long term professional goals?

R: I want to pursue my second degree.

I: Are you familiar with some forms of supervision so far? If so, who was/were the supervisor/s? What do you think is/are the objective/s of the supervision?

R: Yes. Department heads & principals. To support teachers by identifying the drawbacks of the teacher’s teaching.

I: Have you ever been working as a mentor/clinical supervisor or worked with a mentor/clinical supervisor? If so, what are the main roles of a mentor/clinical supervisor?

R: I worked under a mentor when I was a student. The role of the mentor was to assist me in my teaching practice.

I: Do you think teacher observation is needed in schools or not?

R: Yes.

I: What experience do you have? Think of the instance/s you were observed by another person while teaching, what did you feel and why?

I: What do you like to be the goals of classroom observation?

R: To bring professional development for the observed teacher. To support the teacher to become effective teacher...

I: Do you like to know the time you will be observed?

R: Yes.

I: In what time intervals do you want to be observed?

R: Two times a year.

I: Who do you like to be the observer? (eg. Peer, mentor, self, experienced teachers)

R: The department head and another English teacher as experience sharing,

I: Where do you like the observer sit in the classroom?

R: Center(central position).

I: How much of the class time do you like the observer stay?

R: 25-30 minutes.

I: How and when do you like to receive feedback?

R: Immediately. Through discussion

I: Do you like to be graded (evaluated) by the supervisor? If so, how?

R: No.

Teacher Code 04

I: Tell me your over all teaching experience in years.

R: 29 years

I: For how long do you teach English in High school?

R: 7 years

I: Why do you want to be an EFL teacher?

R: English was very difficult for me when I was a student. I registered in the department of English because of this.

I: Are you happy in what you are doing?

R: Very happy.

I: Please tell me about your own experience of language learning. Can you remember what **kinds of activities** you did?

R: Grammar focused.

I: How did your teachers **manage the classroom**?

R: Individual work was focused. Punishment was used as a vehicle.

I: Tell me your teachers **way of asking questions**. Did they ask the whole class/individual students/? Did they give chance to all students, etc.?

R: We were as many as 118 students in number. Due to this, it was very difficult to address each and every student. So, teachers only focused on active learners.

I: What are your conceptions of Individual differences? How do you address these differences in your teaching?

R: Background. Students that came from private and government school have differences.

I: Do you think motivation is important for language learning? If yes, how do you motivate your students to become good language learners?

R: Yes. I motivate even those who answered a wrong answer.

I: Can you tell me about a good language teacher that you know, perhaps one that you have worked with, or a teacher who taught you?

R: Yes. When I was learning in Hawassa College of Teacher Education.

I: If your answer for question number 9 is 'yes' what are his/her qualities (the behavior you like most)

R: Pronunciation. The way he pronounce words. This person influenced my teaching to some extent.

I: Do you think your own language learning experiences have any influence on the way you teach?

R: No. I do not think.

I: What do you do for your own professional development?

R: Reading

I: What are your long term professional goals?

R: I want to pursue my second degree (if I get a chance).

I: How do you describe your understanding of teacher's professional development?

R: A process that helps the teacher to grow professionally.

I: Are you familiar with some forms of supervision so far? If so, who was/were the supervisor/s?
What do you think is/are the objective/s of the supervision?

R: Yes. People from city administration, the department head, and academic vice principal were the supervisors.. They did not tell their objectives.

I: Did you participate in any teacher development activities during the last 12 months? If so, tell me what they were.

R: Yes. Training on developing my language teaching skills.

I: Have you ever been working as a mentor/clinical supervisor or worked with a mentor/clinical supervisor? If so, what are the main roles of a mentor/clinical supervisor?

R: No.

I: Do you think teacher observation is needed in schools or not?

R: Yes.

I: What experience do you have? Think of the instance/s you were observed by another person while teaching, what did you feel and why?

R: I was frustrated because it was evaluative.

I: What do you like to be the goals of classroom observation?

R: Developmental

I: Do you like to know the time you will be observed?

R: No difference.

I: In what time intervals do you want to be observed?

R: 2 times a year.

I: Who do you like to be the observer? (eg. Peer, mentor, self, experienced teachers)

R: Qualified in English language teaching

I: Where do you like the observer sit in the classroom?

R: Wherever he likes.

I: How much of the class time do you like the observer stay?

R: Whole period

I: How and when do you like to receive feedback?

R: Immediately. Through discussion.

I: Do you like to be graded (evaluated) by the supervisor? If so, how?

R: No.

Teacher code 05

I: Tell me your over all teaching experience in years.

R: 3 years.

I: For how long do you teach English in High school?

R: 3 years.

I: Why do you want to be an EFL teacher?

R: I was not interested in teaching, but after being assigned to the college of education, I preferred to study English.

I: Are you happy in what you are doing?

R: No. I am not interested in teaching, currently, I am learning accounting in a university and I will leave the profession soon.

Please tell me about your own experience of language learning:

I: Can you remember what kinds of activities you did?

R: Mostly grammar/structure focused activities.

I: How were you expected to behave as a learner?

R: Passive listener, disciplined, etc.

I: What kind of role did your teacher take? What was your role?

R: The role of my English teachers in the primary and secondary school was one sided. Teachers are givers and students are receivers. But things were changed in the university. Discussion, expressing ones opinion started there.

I: How did your teachers manage the classroom?

R: In the university, there were group and individual works. But in lower grades, the teaching was usually whole class teaching. Teacher fronted classrooms.

I: Tell me your teachers' way of asking questions. Did they ask the whole class/individual students/? Did they give chance to all students, etc.?

R: It was participatory but mainly they focus on active learners.

I: How did your teacher handle discipline? (Disruptive behaviors for example)

R: By sending the students with disruptive behavior out of classroom.

I: What are your conceptions of Individual differences? How do you address these differences?

R: This is very difficult. The students' language ability is very poor. This is probably emanates from their background

I: Do you think motivation is important for language learning? If yes, how do you motivate your students to become good language learners?

R: Yes. They are motivated to learn when you tell riddles and an amusing story.

I: What is/are the role of a teacher and the learner in a language classroom?

R: The teacher has to use English in his teaching (not translation).

I: Do you think your own language learning experiences have any influence on the way you teach?

R: Not completely. It influenced my teaching to some extent.

I: Can you tell me about a good language teacher that you know, perhaps one that you have worked with, or a teacher who taught you?

R: Yes. He was my teacher.

I: If your answer for question number 9 is 'yes' what are his/her qualities (the behavior you like most)

R: He teaches, asks questions, give chance to students to explain the content (he taught) to the class.

I: Do you think teacher observation is needed in schools or not?

R: Yes.

I: What experience do you have? Think of the instance/s you were observed by another person while teaching, what did you feel and why?

R: I was frightened because I was new to observation.

I: What do you like to be the goals of classroom observation?

R: To support teachers professional growth; to assist the observed teacher to become a good teacher.

I: Are you familiar with some forms of supervision so far? If so, who was/were the supervisor/s? What do you think is/are the objective/s of the supervision?

R: Yes. The department head and the academic vice principal. The objective was evaluation of the teacher's performance.

I: Do you like to know the time you will be observed?

R: Yes. It may help me to be ready.

I: In what time intervals do you want to be observed?

R: Two times a semester.

I: Who do you like to be the observer? (eg. Peer, mentor, self, experienced teachers)

R: Experienced English teachers (With knowledge and experience).

I: Which techniques you suggest? (e.g. Qualitative/quantitative; tape recorder/video recorder)

R: I prefer qualitative if the observer affords.

I: Where do you like the observer sit in the classroom?

R: To sit at the back.

I: How much of the class time do you like the observer stay?

R: Not the whole period.

I: When do you like the post-observation conference be held?

R: Immediately after the observation.

I: How do you like the post- observation conference be held? (e.g. Discussion, comment, posing questions, giving feedback directly...)

R: Discussion.

I: Do you like to be graded (evaluated) by the supervisor? If so, how?

R: Yes.

I: How do you describe your understanding of teacher's professional development?

R: I have no ample information about this issue.

I: What do you do for your own professional development?

R: Reading,

I: Did you participate in any teacher development activities during the last 12 months? If so, tell me what they were.

R: Yes. I studied a book let prepared by the ministry.

I: What are your long term professional goals?

R: I want to speak the truth. I don't want to continue in teaching. But I want to pursue my education on the other aspects of the language (not in language teaching).

Teacher code 06

I: Tell me your over all teaching experience in years.

R: 2 years.

I: For how long do you teach high school English?

R: 2years.

I: Why do you want to be an EFL teacher?

R: Because I was assigned to.

I: Are you happy in what you are doing?

R: Yes.

I: Please tell me about your own experience of language learning.

R: When I was a student though there was a notion of student centered approach, most teachers followed a teacher centered approach. This practice still exists. In most cases, students are passive recipients and teachers are active. Classrooms are teacher dominated.

I: Can you remember what kinds of activities you did?

R: Mostly grammar. Our teachers taught us structure. They usually translate their teaching into Amharic. So, I did not give attention while they were explaining in English as I knew translation would come. So, I was attentive when they translate the lesson into Amharic.

I: How were you expected to behave as a learner?

R: I was expected to listen attentively, disciplined and teacher obedient. Furthermore, I was expected to do my class work and homework.”

I: What kind of role did your teacher take? What was your role?

R: Most teachers used Amharic to teach English. They translate every word into Amharic. So, the role of most English teachers that taught me was translator.

I: How did your teachers manage the classroom?

R: Most of them were democratic. They encourage students’ participation.

I: Tell me your teachers’ way of asking questions. Did they ask the whole class/individual students/? Did they give chance to all students, etc.?

R: They focused on the students who raised their hands. Their questioning style was not participatory.

I: How did your teacher handle discipline? (Disruptive behaviors for example)

R: They sent the students with disruptive behavior out, they advice them, they sent them to the principal's office, etc.

I: What are your conceptions of Individual differences? How do you address these differences?

R: Yes. I usually teach one point many times until slow learners understand the lesson.

I: Do you think motivation is important for language learning? If yes, how do you motivate your students to become good language learners?

R: Yes. I encourage them to learn English.

I: What is/are the role of a teacher and the learner in a language classroom?

R: The role of the teacher is to help students participate, and the role of the student is to participate.

I: Do you think your own language learning experiences have any influence on the way you teach?

R: Yes. When I was a student, my teachers use translation as a method. I give attention to the translation than to the English. In like manner, I mainly use translation in my teaching.

I: Can you tell me about a good language teacher that you know, perhaps one that you have worked with, or a teacher who taught you?

R: Yes, he was my high school teacher.

I: If your answer for question number 9 is 'yes' what are his/her qualities (the behavior you like most)

R: He used many examples in his teaching. He did not use Translation. He gave us as many examples as possible in the target language.

I: Do you think teacher observation is needed in schools or not?

R: Yes.

I: What experience do you have? Think of the instance/s you were observed by another person while teaching, what did you feel and why?

R: I was frightened as it was my first experience.

I: What do you like to be the goals of classroom observation?

R: To help the observed teacher improve his teaching; to give feedback to the observed.

I: Are you familiar with some forms of supervision so far? If so, who was/were the supervisor/s? What do you think is/are the objective/s of the supervision?

R: Yes. The department head and the academic vice principal. The objective was evaluation of the teacher's performance.

I: Do you like to know the time you will be observed?

R: No.

I: In what time intervals do you want to be observed?

R: In the middle of the semester (after the students and the teacher became familiar with one another). Two or three times a semester.

I: Who do you like to be the observer? (eg. Peer, mentor, self, experienced teachers)

R: An English teacher who is better than me.

I: Which techniques you suggest? (e.g. Qualitative/quantitative; tape recorder/video recorder)

R: I prefer checklist (quantitative).

I: Where do you like the observer sit in the classroom?

R: Sit at the back.

I: How much of the class time do you like the observer stay?

R: The whole period.

I: When do you like the post-observation conference be held?

R: Immediately after the observation.

I: How do you like the post- observation conference be held? (e.g. Discussion, comment, posing questions, giving feedback directly...)

R: Discussion.

I: Do you like to be graded (evaluated) by the supervisor? If so, how?

R: Yes, I want to be evaluated but I do not want to be graded (given any grade).

I: How do you describe your understanding of teacher's professional development?

R: I did not participate in any of this type so I have no idea of this issue.

I: What do you do for your own professional development?

R: Actually I did nothing significant but I read more than I read in the college.

I: Did you participate in any teacher development activities during the last 12 months? If so, tell me what they were.

R: No

I: What are your long term professional goals?

R: To help the observed teacher improve his teaching; to give feedback to the observed.

Addis Ababa University
School of Graduate Studies
Department of Foreign Languages and Literature

Appendix B: School administrators' interview guidelines

B1. English Version of school administrators' interview

Dear participants,

You are invited to participate in this research study. You are eligible to participate because you are an administrator who supervises English language teachers at your school.

The purpose of the study is to explore the effects of clinical supervision on in-service EFL teachers professional development. Participation in this study will require approximately 30 to 45 minutes of your time to give an interview. To complete the study, all documents, rubrics, checklists and any other evaluation tools used to supervise EFL teachers will need to be provided to the researcher. The information gained from this study may help us to understand the implementation of EFL teachers' classroom supervision in the way it contributes to the professional development of in-service EFL teachers.

All information will be held in strict confidence. The information obtained in the study may be published in educational journals or presented at educational meetings, but your identity will be kept strictly confidential.

Thank you.

I. School administrators conceptions of classroom observation

1. What is your responsibility in the school?
2. Were there a custom of observing the classroom practices of EFL teachers in your department/school?
3. What is the goal of the observation?
4. Were the observed teachers aware of the observation?

If so;

5. When (a day/a week...before the observation)?
6. Whose needs were addressed?
7. Did the observed teachers planned with the observer?
8. How did the observation data were collected, analyzed, and interpreted? Who was involved in all these processes?
9. Did the result of the observation communicated to the observed teacher?

If so,

10. How? Who communicate the results?
11. Do you think the classroom observation conducted so far helped the observed teachers to grow professionally?
12. What do you look for when observing teachers?

II. School administrators conceptions of in-service teachers' professional development

13. Who decide what type of teacher development is necessary for teachers in your school?
14. How do you evaluate the effectiveness of teacher development in your school?
15. What does professional development looks like in your school?
16. Do you think the participant teachers liked it? How do you evaluate its impact on the participants?
17. Is there an on-going EFL teacher development program in your school? What type? Who planned it and for how long? Are EFL teachers participated in the planning process? If not, why? If yes, how?
18. What possible measures should be taken to maximize the effectiveness of English language teaching and the effectiveness of EFL teachers in your school?

B2. Amharic version of school administrators' interview

አዲስአበባ ዩኒቨርሲቲ

የድህረ ምረቃ ት/ቤት

የ ወ.ጭቋንቋዎች ና ስነፅሁፍ ት/ት ክፍል

ለትምህርት አስተዳደር ምክትል ርዕሰ መምህራንና የትምህርት ክፍል ኃላፊዎች የቀረበ ቃለ መጠይቅ

የዚህ ቃለ መጠይቅ አላማ የትምህርት ቤት አስተዳደር ክፍሎች የእንግሊዝኛ ቋንቋ መምህራንን እንዴት ባለ መንገድ ሱፐርቫይዝ እንደሚያደርጉና ይህ የሱፐርቫይዝ ሂደት፣ልምድ/ለመምህራኑ ሙያዊ ልማት ያደረገው አስተዋፅኦ ካለ ለመረዳትና ለወደፊቱ እንዴት ባለ መንገድ ለእንግሊዝኛ ቋንቋ መምህራኑ ሙያዊ ልማት ሊያመጣ በሚችል መልኩ መቀረፅና መከናወን እንዳለበት አቅጣጫ ለመፈለግ ነው።

በዚህ ቃለ መጠይቅ መሳተፍ ከጊዜዎ በግምት ከ 30 እስከ 45 ደቂቃ ይወስዳል።

ጥናቱን የተሟላ ለማድረግ ከዚህ ቀደም የት/ቤቱ አስተዳደር መምህራኑን ሱፐርቫይዝ ያደርግባቸው የነበሩ የተለያዩ ቴክኒኮች፣ወዘተ. እና ማናቸውም የእንግሊዝኛ ቋንቋ መምህራን መገምገሚያ ቅጾች ካሉ በርሥዎ ሥምምነት ለጥናት አድራጊው ይሠጣሉ።

በዚህ ጥናት ለመሳተፍ ፈቃደኛ በመሆንዎ አመሠግናለሁ። የዚህ ጥናት ውጤት ርሥዎና ሌሎች ተሳታፊዎች በሚሠጡት መረጃ ትክክለኝነት ላይ የተመሠረተ ሥልሆነ በተቻለ መጠን ግልፅና የተብራራ ትክክለኛ ምላሽዎን እንዲሠጡኝ እየጠየቅሁ ለሚያደርጉልኝ ትብብር ሁሉ በቅድሚያ አመሠግናለሁ።

የሚሠጡት ማንኛውም መረጃ ከዚህ ጥናት ውጭ ለምንም ነገር የማይውልና ምሥጢራዊነቱ የተጠበቀ መሆኑን እገልጻለሁ።

በቃለ መጠይቁ ወቅት መቅረፅ ድምጽ መጠቀም በርሥዎ መልካም ፈቃድ ብቻ ይሆናል።

ቃለ መጠይቁን ከመጀመሪያ በፊት እንዲብራራ የሚጠይቁት ማንኛውም ጉዳይ ካሉ /ጥቂት ደቂቃዎች ይሠጣሉ/

ተሳታፊ መምህራን ስለክፍል ውስጥ ምልክታ ላይ ያላቸው መረዳት

1. በት/ቤቱ ውስጥ ያለዎት ኃላፊነት/የሥራ ድርሻ ምንድን ነው?
2. በዚህ ኃላፊነት ለምን ያህል ጊዜ አገለገሉ?
3. በት/ቤትዎ ለእንግሊዚያ ቋንቋ መምህራን የክፍል ውስጥ ምልክታ የማድረግ ልምድ አለ?
4. ከዚህ በላይ ላለው ጥያቄ ምላሽዎ አዎ ከሆነ በየምን ያህል ጊዜ ይከናወናል? ምልክታውንስ የሚያከናውነው ማነው?
5. የምልክታው ዓላማ ምንድን ነው?
6. የምልክታው የሚደረግባቸው መምህራን ለጉዳዩ በቅድሚያ ዕውቂያ(Awareness) አላቸው?
7. ዕውቂያ አላቸው የሚሉ ከሆነ እንዲያውቁ የሚደረጉት መቼ ነው?/ከአንድ ቀን በፊት ከሳምንት በፊት?.../
8. የክፍል ውስጥ ምልክታው የማንን ፍላጎት ለመፈፀም የሚከናወን ነው?
9. የክፍል ምልክታ የሚደረግለት መምህር ከተመልካቹ ጋር በመሆን ከምልክታው በፊት አብረው ሥለ ምልክታው ያቅዳሉ?
10. በምልክታው ወቅት የሚገኘው መረጃ እንዴት ይሰበሰባል? ይተነተናል በዚህ ሂደት ውስጥ ተሳታፊ የሚሆን አካል ማነው?
11. የምልክታው ውጤት ለመምህሩ ተገልጾ ያውቃል ?/ይገለጻል?
12. እንዴት ባለ መንገድ ይገለጻል?
13. ውጤቱን ለመምህሩ የሚገልፀው ማነው?
14. በርሥዎ አመለካከት እስከ ዛሬ ድረስ የተከናወኑት የክፍል ውሥጥ ምልክታዎች ለመምህራኑ ሙያዊ ልማት አሥተዋዕኦ ነበራቸው?
15. በክፍል ውስጥ ምልክታው ወቅት ትኩረት የሚሠጣቸው ጉዳዮች ምን ምን ናቸው?

የትምህርት ቤት አስተዳደር የመምህራንን ሙያዊ ልማት አስመልክቶ ያላቸው መረዳት

16. በትምህርት ቤትዎ ውስጥ ላሉ መምህራን ምን አይነት የሙያዊ ልማት ኻሮግራም መዘርጋት እንዳለበት የሚወሥነው ማነው?
17. በትምህርት ቤትዎ ያሉ የእንግሊዝኛ መምህራን በሥራ ላይ እያሉ ለሙያዊ ልማታቸው አጋዥ በሆነ መርህ ግብር ተሳትፈው ያውቃሉ? ተሳትፈው የሚያውቁ ከሆነ በምን አይነት መርሃ ግብር? በማን አዘጋጅነት? ለምን ያህል ጊዜ?
18. በትምህርት ቤትዎ ያሉትን የእንግሊዝኛ መምህራን ብቃት በማሳደግ የእንግሊዝኛ መማር ማስተማሩን ውጤታማ ለማድረግ ምን መደረግ አለበት ይላሉ ?

ስለ ጊዜዎ አመሠግናለሁ!

B3. Interview transcripts of school administrators

B3.1 Interview transcript of academic vice principal – school 1

I: Interview

R: Response

I: What is your responsibility in the school?

R: Academic vice principal

I: For how long have you served in this position?

R: 1year.

Were there a custom of observing the classroom practices of EFL teachers in your department/school? Yes.

I: What is the goal of the observation?

R: The goal is to see whether the teacher sticks to his/her annual plan or not. If the teacher is behind or before his annual plan, the observers take some corrective measures (the teacher is told to adjust his/her pace with the annual plan). Furthermore, the department sees the observed teacher's language teaching practices. If there is a gap, the department seeks a mechanism to narrow the gap by discussing and finding possible solutions with the help of the department members. The office of the academic vice principal follows the whole process.

I: Were the observed teachers aware of the observation?

R: Yes. It is not accidental. It is notified.

If so;

I: When (a day/a week...before the observation)?

R: Teachers know the process. They know as there is observation /evaluation two times every semester. So, they are always ready, but they are told the specific day of the observation within the week of the observation.

I: Whose needs were addressed?

R: The ministry's need is addressed.

I: Did the observed teachers planned with the observer?

R: No. The criteria are top-down as a BPR process.

I: How did the observation data were collected, analyzed, and interpreted? Who was involved in all these processes?

R: By using checklist. It is numerical. It shows the performance of the observed teacher out of 100%. There are ranks based on the

I: Did the result of the observation communicated to the observed teacher?

R: Yes. The observers give the feedback immediately after the observation but the rank is given sometime after the observation (two times a semester) by the academic vice principal.

If so,

I: How?

R: The immediate feedback of the observers is given orally as comment (but teachers are not ready to accept negative comments). But the rank is given by the academic vice principal.

I: Who communicate the results?

R: The academic vice principal (the final rank), and the observation team (the comment immediately after the observation).

I: Do you think the classroom observation conducted so far helped the observed teachers to grow professionally?

R: As to me it is not successful. First, teachers do not accept it positively, second it is not continuous (done once in a semester), and third, teachers are not seen re-exhibiting the performance they did during the observation (it is a onetime action).

I: How do you evaluate the over all process and the expected result of the observation?

R: Since the teachers are not committed, observation did not bring a difference (no difference was exhibited due to observation. Teachers are resistant. They say, the focus of the classroom observation should be the teachers' classroom practice, nothing else. They do not want to give their free time, When they are told to learn from their friends, etc. they are not volunteered to learn collegially, they are not ready to help students in their free time, etc. Generally speaking, so far it is impossible to say that the observation/evaluation brings professional development for the observed teachers.

I: What do you look for when observing teachers?

R: Whether the teacher gives the knowledge he is expected to give to his students or not, if the teacher did not successfully pass the expected knowledge what was/were the problems or what problems hindered him not to do so? ... Commenting the teacher to make corrections on this issue.

I: How would you go about developing and implementing an advisory program in your school?

R: We have planned to send a team comprises of department heads and one supervision representative teacher (every department has one supervisor representative) from each department to visit private and government secondary schools with good reputation. This is a kind of experience sharing. We organized short trainings for EFL teachers in collaboration with Dilla University, and a volunteer from Regional education bureau (but all these efforts were in 2001 Ethiopian calendar). We have also a culture of experience sharing among different departments of our school. There is also a CPD scheme in our school. But, teachers are not volunteered to implement it. They resist its implementation for unknown reason.

I: How do you tell someone he/she is not doing a good job?

R: Actually I was not experienced in giving feedback. When I was a teacher, I was not faced such a problem on myself. But we heard from observes that they have a great problem with the poor performing teachers. As the observers and the observed are working in the same school, there might be some social ties, friendship, etc. which makes the provision of feedback to poor performing teacher difficult. This is not a private school so we cannot take strong action against these teachers.

I: Who decide what staff development is necessary for teachers in your school?

R: Schools are autonomous to decide for themselves but the problem is budgeting. They do not have budget to start programs of these kind even though they are important because of their budget.

I: How do you evaluate the effectiveness of staff development?

R: The program is said to be successful when it makes the teacher an efficient teacher. An efficient teacher is the one who accepts students of different background. Most teachers are aggressive with students. They are unable to look at students positively (as parents). An efficient teacher on the other hand is the one that can shape his students. An efficient teacher is a teacher that has subject knowledge. In our school, students usually complain on the content ability of their teachers, especially of EFL teachers. So, an effective EFL teacher is a teacher who is good at the four language skills, who participate willingly with extracurricular activities, who controls students, who is not complaining of his duties...

I: What does staff development looks like in your school?

R: CPD has strong and weak sides. When we look at its strong sides, it helps us to identify the problems in our school. One identified problem is that there is no student centered way of

teaching across the departments in our school. It did not get acceptance among the majority of teachers. There is strong resistance against CPD among most teachers. So, it is difficult to implement it due to this resistance.

I: Do you believe that all EFL teachers in your school effectively discharge their language teaching duties? If not, what practical factors do you believe have stood against the teachers' effective discharging of their teaching duties?

R: Most of the time, what is observed among EFL teachers is getting into class, keeping the class time, etc. there is a plasma lesson. I believed that plasma is good especially for English language teaching because it teaches all the skills that the classroom teacher failed to teach. But teachers are not supportive. Classroom teachers do not cooperate with the plasma teacher. They are indifferent. They just stand or sit until the class ends, and then leave the class with doing a significant duty. Students complain about their teachers act many times. Students usually complain teachers who are trying to teach the skills in a balanced way. They prefer a teacher whose teaching is grammar focused. They consider learning the skills like speaking and listening as a waste of time. Students usually appreciate teachers who teach exam oriented teaching (mainly grammar). So, they appreciate teachers who do not follow the curriculum while disapproving those that follow the curriculum strictly. These shows both the students and teachers have certain gaps. The students lack awareness of the importance of learning the skills where as the teachers are unable to follow the curriculum and to address the students' needs.

I: How do you think they could be solved or minimized?

R: By making all English teachers' classroom teaching uniform; by making all EFL teachers follow a student centered way of teaching, etc.

I: Are the EFL teachers in your school have got a chance to participate in any kind of in-service professional development? If yes, what type? Who sponsored it? For how long?

R: Yes. The types were: 1) implementing student centered teaching 2) teaching the four skills of language (methodology). These programs were sponsored by Dilla University, and a volunteer (foreigner) from RBE. The school also sponsored the training on CPD and the teaching of the four language skills which was held in Hawasa College of Teacher Education. The trainings given by Dilla University were for two days, the volunteer gave the training for one solid week. The training at Hawassa Cllege of Teacher Education covered three days.

I: Do you think the participant teachers liked it? How do you evaluate its impact on the participants?

R: No. some teachers even opposed it. They said we know the contents of the training (the training did not bring anything new). We begged them to participate. The foreign volunteer who gave training for one week gave a disappointing comment on the behavior of the teachers during the training. It is impossible to say all these efforts were that much fruitful. I do not personally believe it was effective.

I: Is there an on-going EFL teacher development program in your school? What type? Who planned it and for how long? Are EFL teachers participated in the planning process? If not, why? If yes, how?

R: We planned trainings in general. I think there exists training for EFL teachers too. No, it is planned by the administration but when the school administration prepares a plan all the school community participates formally and informally. Committees were established. The committees' first mission was to identify the core problems. In identifying the core problems they focus on the issues raised by the departments, the school teachers, and the school administration. They amalgamated all these issues. But there is a special plan for English and Science teachers though the EFL teachers did not I involve directly in the planning, it is believed that the planning committee made some discussion with EFL teachers.

I: What possible measures should be taken to maximize the effectiveness of English language teaching and the effectiveness of EFL teachers in your school?

R: The problem of language use is manifested in both EFL teachers and the students. I, personally do not have a courage to say English is taught appropriately in our school, and the students are armed with the skills and knowledge of English for their future.

B3.2 Interview transcript of academic vice principal – school 2

I: What is your responsibility in the school?

R: Academic vice principal

I: For how long have you served in this position?

R: Three years.

I: Were there a custom of observing the classroom practices of EFL teachers in your department/school?

R: Yes.

If so,

I: How often and who is responsible to do the observation?

R: Two types of supervision conducted every semester. One is in-built supervision in which the department head and one EFL teachers are members. The other one is administration's supervision. The purpose of the in-built supervision is to make teachers ready for the school administration's supervision by sharing experience from experienced department members. Members of the in-built supervision (the in-built supervision team comprises of three members; one from Language, the other one from social science, and still another one from natural science), the department head, and the academic vice principal are responsible to observe the teachers' classroom.

I: What is the goal of the observation?

R: The goal of the observation is to help new (novice) teachers to get experience from experienced members of the department through CPD program (during in-built supervision).

I: Were the observed teachers aware of the observation?

R: Yes. It is not accidental. We usually do two things. We post the program on the notice board, and the teachers are also told by their department heads.

If so;

I: When (a day/a week...before the observation)?

R: At least three days before.

I: Whose needs were addressed?

R: Mainly it is based on the needs of the school administration.

I: Did the observed teachers planned with the observer?

R: No. The school administration gives the checklists to the department head and the department head clarifies the points to teachers. Teachers have no chance to comment and shape the criteria (points) of the observation.

I: How did the observation data were collected, analyzed, and interpreted? Who was involved in all these processes?

R: By using checklist. It is numerical. We give the feedback to the observed teacher immediately. We discuss on every point until we reached consensus. After that the result is analyzed and interpreted by the academic vice principal.

I: Did the result of the observation communicated to the observed teacher?

R: Yes.

If so,

I: How?

R: The immediate feedback of the observers is given orally as comment (but teachers are not ready to accept negative comments). But the rank/result is given by the academic vice principal.

I: Who communicate the results?

R: The academic vice principal (the final rank), and the observation team (the comment immediately after the observation).

I: Do you think the classroom observation conducted so far helped the observed teachers to grow professionally?

R: Yes. Here, there are two things. First there are EFL teachers (the novice) that need support on the subject matter (mastery of subject). Last year, this group of EFL teachers were identified and given training on the four major skills in Hawassa College of Teacher Education. Teachers with average performance was also identified and supported by experienced staff members (by CPD program).

I: How do you evaluate the over all process and the expected result of the observation?

R: As to me it was successful. It clearly shows everything.

I: What do you look for when observing teachers?

R: The very first thing is continuous assessment (whether the observed teacher has the students continuous assessment with him/her or not, whether the continuous assessment he/she used fulfils the definition of continuous assessment or not, whether it is realistic or not...), whether the observed teacher identified his/her students in terms of their academic performance (low achievers, middle achievers, and high achievers) and devised a strategy to bring the low achievers to the average level, etc. maximum point is given to this(continuous assessment). The second is Methodology; whether or not the observed teacher follows a learner centered approach. The third is mastery of the subject. These are the focus areas concerning the academic issues. In addition to these, there are other administrative issues that are included in the final grade/result of the teacher.

I: How would you go about developing and implementing an advisory program in your school?

R: There are CPD and Induction programs in our school. In addition to these it is common to form advisory groups when problems arise.

I: How do you tell someone he/she is not doing a good job?

R: We usually tell them smoothly. First the department will try to tell the problem to the observed teacher smoothly (using affirmative words), then the department head together with the academic vice principal arranges a meeting with the observed teacher and see possible ways of assisting the teacher internally.

I: Who decide what staff development is necessary for teachers in your school?

R: The decision is the school principal's. After the principal decides, he will sent to my office (the vice principal's) for implementation.

I: How do you evaluate the effectiveness of teacher development?

R: The effectiveness of the teacher development is evaluated in terms of the students' achievement.

I: What does teacher development looks like in your school?

R: Last year CPD and induction programs were not strong because the ministry itself changed its procedures now and then and we were confused. In addition to this, teachers' consider CPD as additional load (burden), and those who were given responsibility for its implementation did not go far (this is its weak side).When we come to its strong sides, very few teachers who implemented the CPD program brought a meaningful difference and result on themselves and their students.

I: Do you believe that all EFL teachers in your school effectively discharge their language teaching duties? If not, what practical factors do you believe have stood against the teachers' effective discharging of their teaching duties?

R: Actually there are few teachers (three or four) who discharge their language teaching duties effectively tackling the internal and external problems .But the majorities are usually complaining the school for this and that problems. They usually externalize problems. These groups are usually talking about problems. They are not solution seekers.

I: How do you think they could be solved or minimized?

R: We identified the problems of our EFL teachers through in-built supervision. So, we have planned to ask the education office to support us by arranging training for these teachers. We included EFL teachers' short term training in our annual plan (for FY'2011/12). We have also

planned to make these teachers participate in in-built supervision and get support from experienced EFL teachers.

I: What is language teacher's professional development mean to you? Are the EFL teachers in your school have got a chance to participate in any kind of in-service

R: Yes.

I: Do you think the participant teachers liked it? How do you evaluate its impact on the participants?

R: Yes, they liked it. It is very good. Some teachers who were participated in these programs show some improvement in their performance.

I: Is there an on-going EFL teacher development program in your school? What type? Who planned it and for how long? Are EFL teachers participated in the planning process? If not, why? If yes, how?

R: No.

I: What possible measures should be taken to maximize the effectiveness of English language teaching and the effectiveness of EFL teachers in your school?

R: The school, administration should be committed to assist the improvement of English language teachers and their teaching by providing different materials that will bring change on the four basic language skills. Furthermore, English club should be established and strengthen. Above all, if EFL teachers work with commitment (personal commitment) nothing can be unchanged.

B3.3 Interview transcript of English Language Department head – school 1

I: What is your responsibility in the school?

R: English Language Department Head.

I: For how long have you served in this position?

R: One year

I: Were there a custom of observing the classroom practices of EFL teachers in your department/school?

R: Yes.

I: What is the goal of the observation?

R: Its goal is based on the government's direction of educational strategy. The first goal is experience sharing and the second is to solve problems observed on the teaching and learning through discussion.

I: Were the observed teachers aware of the observation?

R: Yes. First discussion is held in the department on classroom observation; then the observation time is notified (on notice board). Furthermore, focus areas of the observation is communicated to teachers.

If so;

I: When (a day/a week...before the observation)?

R: The program is posted a week before the observation.

I: Whose needs were addressed?

R: It is based on the school administrations need and program.

I: Did the observed teachers planned with the observer?

R: No.

I: How did the observation data were collected, analyzed, and interpreted? Who was involved in all these processes?

R: By using a checklist. It numerical. Numerical value is assigned by the observer based on the classroom practice of the observed teacher. The teacher has no say on the assignment of numerical values.

I: Did the result of the observation communicated to the observed teacher?

R: It is communicated to the observed teacher (the final grade). If the observed teacher has grievance on the grade given, he will complain and apply to the observation committee of three people (the academic vice principal, the school supervisor and the department head.

If so,

I: How?

R: Through letter.

I: Who communicate the results?

R: The academic vice principal is responsible to communicate the result.

I: Do you think the classroom observation conducted so far helped the observed teachers to grow professionally?

R: It depends on the nature of the observed teacher. But, it is very difficult to say classroom observation brings professional development to the majority of the teachers.

I: What do you look for when observing teachers?

R: The focus of classroom observation includes: the teacher's language use, use of a blackboard, whether the teaching-learning process is learner centered or not, whether the learning objectives are addressed or not, etc. is some of the points.

I: How would you go about developing and implementing an advisory program in your school?

R: I made effort to the strong implementation of CPD at department level. Secondly, I asked the then department head (last year's department head) to establish mentoring program in which we can support one another. But we are not successful in doing so till today.

I: How do you tell someone he/she is not doing a good job?

R: It is very difficult. We tried to explain the factors that contribute to the result politely to the teacher but many teachers are not happy with their result and some even write a grievance letter to the principal's office.

I: Who decide what staff development is necessary for teachers in your school?

R: It is top-down and centralized. Our role is to implement what is given to us. Teachers are not given a chance to choose the kind of professional development suitable to them. That is why teachers are resistant. No one is interested to hear teachers (bottom-up).

I: How do you evaluate the effectiveness of staff development?

R: The effectiveness of a program, first of all, depends on its transparency (with clear objective); when it gets acceptance by the participants, and when it is implemented and evaluated.

I: What does staff development looks like in your school?

R: There is a CPD program but it is full of problem. But teachers are not volunteered to take part. They always complain. They say it is not measurable, etc. No teacher is interested to take part in CPG program. They say it is boring, time-taking and fruitless. It is very difficult to implement CPD as it is a top-down program. Nobody understands it, even the trainers are not sure of some of its components. It is very difficult to explain all problems related to CPD. They are numerous. Teachers are not willing to take part in activities that needs much of their time.

I: Do you believe that all EFL teachers in your school effectively discharge their language teaching duties? If not, what practical factors do you believe have stood against the teachers' effective discharging of their teaching duties?

R: I don't think all teachers can carry out their responsibilities. Many factors contribute for this teacher's readiness, teacher's competence, teacher's interest (these are internal factors). Some teachers are not interested in teaching profession. They usually strive for (at least talking about) career change. Administrative burden, etc. are external factors.

I: How do you think they could be solved or minimized?

R: Establishing a set up that will change teachers' attitude. A set up that makes teachers feel as professional.

I: What is language teacher's professional development mean to you?

R: It means CPD (continuing professional development).

I: Are the EFL teachers in your school have got a chance to participate in any kind of in-service professional development? If yes, what type? Who sponsored it? For how long?

R: Yes. There was training on teaching the language skills in Hawassa College of Teacher Education and training on continuous assessment was given to English teachers by a volunteer foreigner from RBE.

I: Do you think the participant teachers liked it? How do you evaluate its impact on the participants?

R: They were happy especially on continuous assessment's training. But its implementation is not evaluated so it is very difficult to talk about its impact.

I: Is there an on-going EFL teacher development program in your school? What type? Who planned it and for how long? Are EFL teachers participated in the planning process? If not, why? If yes, how?

R: No.

I: What possible measures should be taken to maximize the effectiveness of English language teaching and the effectiveness of EFL teachers in your school?

R: We have annual plan. We've planned to get continuous training on CPD; we also advise teachers to read professional literature, there is a problem of using the language skills, especially speaking, among teachers. Most English teachers' speaking skills is not far from our students. In some instances, I think some students are better than we teachers. To change these we have planned to get training on spoken English. We have also planned to make experience sharing visits to different schools in Hawasa.

B3.4 Interview transcript of English Language Department head – school 2

I: What is your responsibility in the school?

R: English Language Department Head.

I: For how long have you served in this position?

R: 3 years.

I: Were there a custom of observing the classroom practices of EFL teachers in your department/school?

R: Yes. The custom is not different for EFL teachers. It is all the same for all subjects.

I: If so, How often and who is responsible to do the observation?

R: Two times a semester. The department head and the academic vice principal are responsible. Sometimes, the administrative vice principal alone. There are times in which the department head did not participate.

I: What is the goal of the observation?

R: To make teachers learn from their mistakes and teach effectively

I: Were the observed teachers aware of the observation?

R: Yes. It is not accidental. It is notified.

If so;

I: When (a day/a week...before the observation)?

R: The program is posted a week before the observation. The observed teacher is also reminded by the department head a day before the day of the observation.

I: Whose needs were addressed?

R: It is based on the school administrations need and program.

I: Did the observed teachers planned with the observer?

R: No. Nobody knows. We did not know either. I think it is uniform throughout.

I: How did the observation data were collected, analyzed, and interpreted? Who was involved in all these processes?

R: By using checklist. It is numerical. Previously it was done by the school administration only (without the involvement of the department head). But this year, the academic vice, the administrative vice, and the department head together analyzed and interpreted the data.

I: Did the result of the observation communicated to the observed teacher?

R: It is communicated up on request of the observed teacher (the final grade). But there is oral feedback just after the observation or in the morrow.

If so,

I: How?

R: The immediate feedback is verbal (oral). But, the final grade is given to the observed teacher in written form up on his/her request.

I: Who communicate the results?

R: The department head and the administrative body involved in the observation.

I: Do you think the classroom observation conducted so far helped the observed teachers to grow professionally?

R: Few teachers accept the observation feedbacks and show improvement during the second visit but the majority did not accept it and during the second visit, they did not exhibit improvement because they consider the classroom observation as an unnecessary routine.

I: How do you evaluate the over all process and the expected result of the observation?

R: It is a top-down practice which is not accepted by teachers. Most teachers consider it as a routine of giving grades (evaluation), As a result they did not give due attention to it. It is not meant for development. Sometimes when the department identifies a problem and asks the school for financing the possible intervention, the school administrative did not accept the departments appeal.

I: What do you look for when observing teachers?

R: Whether the teacher employs active learning or not; whether the teacher gives revision, introduction, stabilization... or not, etc. There are also some administrative issues like committee participation, participation in different clubs, etc.

I: How would you go about developing and implementing an advisory program in your school?

R: We usually planned for teachers' professional development. We planned trainings, experience sharing visits, etc. but the school administration did not help us to implement our plan. They did not even volunteered to put the school seal on the letter we wrote to a sister school for experience sharing visit.

I: How do you tell someone he/she is not doing a good job?

R: During the post observation meeting, we tried to show him/her politely, smoothly, and systematically his/her what he/she did in the classroom and suggest another way of doing it.

I: Who decide what staff development is necessary for teachers in your school?

R: There is a school improvement committee. It is their mandate but in our school, the administration does not allow committees to actively perform the responsibility entrusted to them. The school administration is not cooperative in many ways.

I: How do you evaluate the effectiveness of staff development?

R: When the teacher implement his/her knowledge effectively.

I: What does staff development looks like in your school?

R: There is a CPD program but it is full of problem We did not understand it fully. Most of the time what we did and what our trainers trained us to do was completely different. Due to this, the program is on and off. We tried it last year but we were told to stop it immediately because what we were doing and what we were supposed to do were not the same. There is a lot of misunderstandings.

I: Do you believe that all EFL teachers in your school effectively discharge their language teaching duties? If not, what practical factors do you believe have stood against the teachers' effective discharging of their teaching duties?

R: I don't think all teachers can carry out their responsibility. Some teachers have problem in expressing their meaning. Some have problems of lesson presentation, some lacks readiness, etc. but a few teachers can discharge their duties efficiently with good preparation. Some of the factors are that some young teachers have tight programs as they are working in different schools on part-time basis.

I: How do you think they could be solved or minimized?

R: This year, we discussed the issue at department level and currently, some changes are observed among these teachers.

I: Are the EFL teachers in your school have got a chance to participate in any kind of in-service professional development? If yes, what type? Who sponsored it? For how long?

R: Not recently. Training on active learning was given to English teachers in 2008/2009 academic year by a volunteer foreigner from RBE.

I: Do you think the participant teachers liked it? How do you evaluate its impact on the participants?

R: Yes, one of the trainees was me. I liked it so much. I still use what I learnt from that training.

I: Is there an on-going EFL teacher development program in your school? What type? Who planned it and for how long? Are EFL teachers participated in the planning process? If not, why? If yes, how?

R: No.

I: What possible measures should be taken to maximize the effectiveness of English language teaching and the effectiveness of EFL teachers in your school?

R: Our students have a lot of problems in using English. Even most of them do not decipher some English alphabets from Latin ones. The alphabet of their mother tongue creates a lot of problems for them. We tried to help them use English in school by assigning English days. Mini-media, etc. But all these bring no change. I think this is because of the students' background. In addition to this, the number of students in a class is not suitable for language teaching (there were 110 students in one class two years ago). The students are very shy and not volunteered to practice in class activities. I think, misuse of continuous assessment is another problem as it encourages almost free promotion.

To tackle the problems and maximize effectiveness of EFL teaching, all EFL teachers of the school should cooperate and work uniformly, help one another. Seek support from colleagues. In addition to this teachers should get short on job trainings. I think this is the job of the government.

Appendix C: Classroom Observation

C1. Classroom Observation Field notes (guidelines)

Write your observation clearly under the given titles and sub titles. You can use the back pages if you have further points (don't forget to give it serial number).

I. The observed EFL teacher's classroom management skills.

1.1 Grouping Students (ways of organizing pair and group work)

1.2 Troubleshooting (What did the teacher do when a group/s finish early? What did the teacher do with awkward group/group that did not finish on time?)

1.3 Tackling problem behaviors

(What did the teacher do to prevent problem behavior; if any? How did the teacher react during problem behavior?)

1.4 Teacher's and students' use of the target language in the classroom

(Did the teacher use English all the time? Did the teacher encourage... students to use the target language?)

1.5 Your comment on classroom interaction patterns. Tally the frequency of patterns in front of the following interaction patterns

T_____ S =

S_____ T =

S_____ S =

T_____ Ss =

Ss_____ T =

1.6 Your overall comment on the observed EFL teacher's classroom management skills

II. Observed EFL teacher's Methodological skills

2.1 When introducing a new language item (Did the teacher demonstrate, explain? Did the teacher help students to discover, to accurately reproduce...? Did the teacher check whether students understood meaning and use?)

2.2 How did the teacher teach the productive skills?

2.2.1 Speaking (Did the teacher focused on language features like connected speech, expressive devices, lexis & grammar... ? What were the classroom activities during observation/ communication games, acting from script...? What was/were the role/roles of the teacher/ prompter, participant, feedback provider...?)

2.2.2 Writing

2.2.2.1 Did the teacher give pre-writing tasks like outlining, drafting, editing, redrafting, etc.? What was/were the role of the teacher? / Motivator, resource, feedback provider...)

2.3 The teaching of Receptive skills

2.3.1 Listening

(Did the teacher give pre, while, and post listening tasks? Did the teacher provide the purpose of the listening activity? What was/were the role /roles of the teacher?)

2.3.2 Reading

(Were there pre, while, and post reading activities? Did the students practice predicting, reading for the main idea, and reading for details? What was/were the role /roles of the teacher?)

4. The observed EFL teacher's feedback provision

4.1 Feedback during accuracy work (showing incorrectness, repeating, echoing hinting, reformulating...)

4.2 Feedback during fluency work (gentle correction, recording mistakes...)

4.3 Feedback on written work (Responding, coding,...)

5. Your over all comment on the observed teacher's methodological skills.

C2. Pre-observation, observation and post-observation transcripts

T= Teacher

S= Student

Ss= Students

CS= Clinical supervisor/observer

S1= Student 1

S2= Student 2, etc.

Teacher 01

Observation Session I (Pre –intervention observation)

Name: Teacher: 01

Observation Date: 30/02/05 **Observation time:** 4th period (morning shift)

Location: School 1 **Class:** 9 I

Topic: Simple Present tense

A. Observation note

T: asked students to open their exercise book. Then wrote different example sentences on different forms of simple present tense (Affirmative, negative, interrogative...)

1. I speak English. (Affirmative)
2. I do not speak English. (Negative)
3. Do I speak English? (Interrogative)

Ss: copied from the black board

T: Then gave the following exercise:

Now, construct your own sentences using simple present tense (affirmative, negative, interrogative)

_____ ? You _____ .
He _____ . We _____ .
_____ ?

T: immediately asked students to give the correct sentence.

Ss: chattering.

T: What is wrong? Any problem?

S1: We not understand.

T: Why?

S1: Not clear for me

T: OK this is very simple.

Do you speak Amharic? (This is the first sentence, Do like this. Said the teacher)

S2: Raised his hand

T: Ok, you...try?

S2: Yes. He speak Amharic.

T: Good.

S3: raised his hand.

T. Ok.

S3: Is he speak Amharic?

T: No. Does he speak Amharic?

S3: Can I try another?

T: Yes:

S3: She does speak Amharic.

T: NO. say She...

Ss: She speak Amharic.

T: NO. 'She' is third person. We say ' She speaks...'

T: Then teacher wrote another topic "The present Continuous tense". And wrote the following examples:

Positive	Negative	Interrogative
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I am writing	I am not writing	Am I not writing?
--------------	------------------	-------------------

You are_____, etc (the teacher wrote as many as ten sentences and instructed students to copy them into their exercise book).

The teacher stopped teaching and left the class after students copied the sentences. But there were 10 minutes of class time when the teacher left.

Class ended

Observation session II

Name: Teacher 01

Observation Date: 07/02/05 **Observation Time:** 4th period (afternoon shift)

Location: School 1

Class: 9I

A. Notes for pre-observation meeting

Description of Room: classroom full of students sitting on a fixed desk, not clean and lively.. No posts, pictures, etc on the wall.

Description of Students: As they are in grade 9, they are new to the school. Many are coming from the rural area with poor language command. They prefer using their mother tongue during class discussion. Textbooks were given one for three but most students were not willing to bring their textbook. So, it is very difficult for the teacher to give a class work from the students' text.

Class topic: *Unit Two: Places to visit*

A2.4 Increase your word power: Vocabulary development

Objective for the session (What will the students be able to do/know by the end of the session?):

1. learn some new words

2. guess the meanings of some words

Teaching Strategies (What strategies/methods will you use to help the learners to reach this objective?):

1. Teaching words in context.
2. Writing the new words on the blackboard and ask students to guess their meanings.
3. Modeling the pronunciation of the new words and ask students to say after her.

Assessment Tool (s) (How will the students show that they know and can do what you expected of them?): If majority of the students guess the meanings of the new words; and if the majority of the students ask about and tell about the given directions, the lesson objective will be addressed.

Instructor Concerns/Focus (What would you like the observer to pay special attention to?):
Presentation skill (Methodology) and classroom management skills.

Post-Observation Conference: Date: Immediately after the observation or around the end of the shift

Time: Whenever the teacher and the observers are free.

Location: School's ELIC office

B. Classroom observation notes

T: what is our previous lesson? Who can remember?

Ss: Listening.... Addis Ababa...

T: Today, we are going to deal with Unit 2.

T: (wrote) 2: 4 *Increase your word power* and underlined it

T: wrote the new words on the black board (from the students textbook) and asked students to give the meanings of these new words in isolation and one by one:

Recommend	medieval	reigned	incredible	monastery	panels	manuscripts
accessible						

Ss: some raised their hands.

T: asked those who raised their hands

S1: recommend is order and...

T: No. another...?

S2: obligation

T: No... another student?

Ss: no one raised a hand

T: 'Recommend' means *to express a good opinion*.

T: (went through all other words in like manner. If students could not give the right meaning, the teacher gave the right meaning of the word. Most words were defined by the teacher as students could not give the meanings of many of these words).

T: made students to say the new words aloud together. Example:

Reigned (say after me.....*Reigned*, etc.)

Ss: *Reigned...*

This lasts for 25 minutes of the class time. After this, the teacher moved to another activity as the following:

T: wrote the following table on the black board and asked the students

Destination	Distance	Time
Addis Ababa to Dire Dawa	515 Km.	9-10 hours
Humera to Gondar	205 Km	3-4 hours
Asosa to Addis Ababa	865Km.	14-17hours
Werder to Gode	260Km.	4-5hours

T: How far is it from Addis Ababa to Dire Dawa?

T: It is 515 km. (has been given as an example)

T: asked students to practice in pairs. One student is 'A' and another student is 'B'.

T: Selected two students as a model. They played their role effectively.

T: gave time for pairs to practice and then to present to the class.

Ss: Many pairs (almost all pairs) were observed using their mother tongue during discussion apart from the teacher's instruction.

T. reminded students now and then to use English in their discussion but they continued using their mother tongue and/or Amharic. After some five to six minutes, students were asked to present their pair work:

T: which pair is interested to present? Please, raise your hands... hello.. raise your hands...

Ss: kept quiet

T: This group... please... yes you two.

G1: S1: How far it is from... Addis Ababa to ...Dire Dawa?

T: Yes. S2. Please.

S2: It is... 515 km.

T: say 'It is 515 km from Addis Ababa to Dire Dawa.

It went like this throughout the remaining minutes (until the bell rang).

C. Post- observation meeting

Cs: Thank you for your coming to the post-observation discussion. Now you are going to listen to the full account of the observed lesson and we will discuss on some points per our post-observation agreement.

T: Alright. I am ready to listen and discuss accordingly.

CS: Narrate the whole account of the observed lesson from field note while the teacher was listening and taking notes. The narration took nearly ten minutes and then the supervisor asked the teacher if the narration reminded her of the lesson.

T: Yes. I remember everything. You took record of the whole activity.

CS: So, shall we start our discussions?

T: Why not? I am ready.

CS: Ok. To begin with, the lesson you taught was vocabulary. What do you want to accomplish during the lesson?

T: I want to teach new words for my students.

CS: What do you think your students accomplish after the lesson?

T: To increase their word power and use these words when they speak or write.

CS: Good. What are the major tasks/activities that lead your students to use the new words in their speaking or writing?

T: Well. Their knowledge of the words leads them to use them appropriately. They learned the meanings of the new words one by one.

CS: You taught the new words one by one in isolation. Why did you choose to teach the new words in isolation?

T: I followed the textbook. The textbook presented the words in isolation. So, that was why I gave the meanings of the new words in isolation.

CS: But, what do you think about teaching new words in context?

T: Well, Teaching new words in context is good. Students can remember the meaning as well as the usage of the word if taught contextually but sometimes the textbook presents some words in isolation and ask the students to tell their meanings. In that case I do the same. I ask my students to give the meanings of individual words out of context. But there are circumstances in which the book brings the new words in context. In that case I teach the words contextually.

CS: You were also observed telling the meanings of the new words orally (without writing it on the blackboard). Why did you do that?

T: Ok. I did this because the students failed to give their meanings and I want to use my time wisely.

CS: why did not you give chance to others if one student failed to give the correct meaning?

T: The chance was given to the whole class and only one or two students raised their hands to respond though their responses were incorrect.

CS: The general principle is that language teachers are supposed to teach vocabulary in context. So, what do you think of this?

T: Well, as I tried to mention earlier, it is good to teach vocabulary in context. But in the situation I mentioned above, I teach in isolation because the book presented the new words in isolation and I am expected to follow the book.

CS: I agree that you have to follow the textbook but don't you think that teachers decision is sometimes important than the textbook? We, as language teachers, need to be flexible and decision makers of the way our lesson goes. Furthermore, we need to understand the textbook writers' intention. For example, when we look at the vocabulary lesson under discussion, the new words you taught were presented in isolation was given as the preparation for the listening and reading exercises in the unit (unit 2) and you were expected to encourage your students to look up each word in their dictionaries (Refer the teachers' guide on page 10). Furthermore, you are expected to ensure that the students learn the spelling of each word and can pronounce the words correctly. Then, students are expected to test each other on the spelling of these words.

T: Yes. I read this from the teachers' guide. I usually use the teachers' guide as an instrument when the language item I teach is difficult to understand. But when the language items are not difficult I use my own procedures. For example, if I follow the teachers' guide to teach these words, I should have spent the whole period on them. Sometimes I use my own procedures to save time and to pass to another activity.

CS: Since students do not bring dictionaries into class why didn't you give those words as home work?

T: My students usually complain that they don't have dictionaries at home. Usually, I refer to a dictionary at home and tell them the meanings of the new words.

CS: What about the school library? Why don't you advice your students to use the school library in the opposite shift?

T: I tried this too but many students did not go to the library. They usually copied from their friends. That is what discourages me to give a library work.

CS: I think what is important here are the students understanding of the meaning, spelling, and pronunciation of the new words. Why do you worry whether or not they copied from a friend if they can tell the meanings, the spelling, and pronounce the words correctly?

T: Well. Students should develop the habit of working in the library. If we don't encourage them to work in the library today they will find difficulty when they join a higher institution. Instead of letting them copy from a friend, I will try to use other mechanisms like rewarding those who work in the library.

CS: Good. Let's look at the transition you made between lessons. In the mean time you transit from vocabulary teaching to the teaching of speaking on "asking and giving direction". What do you want to accomplish during this lesson? Were you made a smooth transition?

T: During this lesson I want my students to ask and answer questions about the places in the table. I think, I passed to this activity after I had finished teaching the vocabulary.

CS: If the main point of the lesson was to ask and answer questions about the places on the table, why did you write the names of unfamiliar places (unfamiliar to your students)?

T: I copied the table from the students' text book. The places were not my creation. They are in the text book.

CS: But, the teachers' guide says, 'brain storm the names of places you would normally find in a town'. This means that you are asked to brain storm on the names of places they are familiar with. Don't you think that students feel comfortable to talk about the places they know better than unfamiliar places?

T: Well, as I told you, I just followed the textbook. But, it is true that students feel comfortable to talk about the places they know.

CS: You did a very good job reminding students to use the target language in class discussion. Furthermore, your classroom organization was good. You instructed your students to work in pairs and they were working in pairs. But, you did not give appropriate closing for the lesson in the end. You just left the class without summarizing and giving follow up activities like home work.

T: Yes. The class time was over before I summarize the day's lesson and give a home work.

I couldn't manage my time. I think your presence made me a little disorganized. Any ways, I will try to manage my class time next time

CS: If you have given a second chance to teach the same lesson, what would you change?

T: Well. I may not make a great change. But I will try to teach the lesson remembering what we have discussed today. I will try to look at the teachers' guide for procedures, summarize the day's lesson and give students a home work.

CS: what about transition between activities and managing your class time?

T: Well, I usually have a smooth transition between activities. Concerning the time management issue, I have mentioned that your presence made me a little disorganized. But, I will try to budget my class time appropriately.

CS: Do you have any question to ask me about the lesson?

T: No. We have had enough.

CS: OK. Thank you for your time. We will meet next week for the next observation session. Goodbye till then.

T: Thank you and goodbye.

Observation session III

Name: Teacher 01

Observation Date: 29/02/05

Observation Time: Afternoon 3rd period

Location: School 1

Class: 9 I

A. NOTES FOR PRE-OBSERVATION MEETING:

Description of Room: classroom full of students sitting on a fixed desk. Not clean and lively. No posts, pictures, etc on the wall.

Description of Students: As they are in grade 9, they are new to the school. Many are coming from the rural area with poor language command. They prefer using their mother tongue during class

discussion. Textbooks were given one for three but most students were not willing to bring their textbook. So, it is very difficult for the teacher to give a class work from the students' text.

Class topic: *Unit Two:*

B2.4 Language focus: Going to and has/have

Objective for the session? (What will the students be able to do/know by the end of the session?):

1. to differentiate the uses of going to, has/have in a sentence
2. to use going to, has /have appropriately

Teaching Strategies? (What strategies/methods will you use to help the learners to reach this objective?):

1. Learning sentences in relation to pictures
2. Writing sentences using going to, has/have
3. Working in small groups in a class.

Assessment Tool(s) (How will the students show that they know and can do what you expected of them?): The objectives of the lesson will be addressed if majority of the students write their own sentences correctly.

Instructor Concerns/Focus (What would you like the observer to pay special attention to?):

Presentation (Methodology) and classroom observation.

Post-Observation Conference: Date: Immediately after the observation

Time: Whenever the teacher and the observers are free.

Location: School's ELIC office

B. Observation Note

T: Wrote 'Unit 2' on the black board and asked 'what did we learn yesterday?'

Ss: (in chorus) planning a tour.

T: Yes. Then wrote the topic of today's lesson 'Language focus: Going to, has/have.

T: you will see their similarities and differences. Then, T. asked the students to construct a sentence with 'going to' by using the verb 'clean'.

Ss: Could not construct. Then the teacher constructed a sentence that read as :

I am going to clean the blackboard

I am cleaning the blackboard.

I have cleaned the blackboard.

T: Do the exercise on page 29 in groups of six.

Ss: move around finding their group mates. The classroom looked a little messy.

T: walked around the groups helping and encouraging them to use English in their discussion.

Ss: were working in groups though some looked off-task. They pretend participating when the teacher reached their group.

T: asked students to read what they wrote in their groups.

Ss: only group leaders read their sentences. Answers were oral. T. did not check whether all students were writing or not.

T: Then instructed students to open page 30 and 'fill the gaps with going to or has/have.

Ss: started doing the new exercise in their groups.

T: was moving around checking everybody was on-task.

Although the teacher was moving around the groups, some students were off-task, but they pretend as if they were on-task when she arrived.

T: Asked students to forward their answers. Some students (the usual group leaders) raised their hands and the teacher gave them repeated chances. If the leaders gave a wrong answer, then, the teacher gave the correct answer without giving a chance to the remaining students (group members).

Class ends

The bell rang before the teacher closed her lesson appropriately. Class ends with no closing and follow-up activities.

C. Post-observation meeting

CS: Thank you for coming to the discussion.

T: Thank you.

CS: The lesson was about 'going to, has/have' and your objective was to help students construct their own sentences using these verbs. Am I right?

T: Yes. You're right.

CS: What did you want to accomplish during the lesson?

T: I wanted to make the students differentiate the grammatical uses of 'going to, has/have' and use these structures in their own sentences.

CS: So, did you achieve your objectives?

T: Well, I did not achieve my plan for 100 % but I tried. Some students identified the grammatical functions of these forms and tried to use them in their own sentences. Students worked in groups selecting their group secretary. But majority of the students did not actively participate in the lesson due to their poor language learning background.

CS: Only group leaders responded. It was difficult to know whether or not the group members participate in group discussion. How did you ensure participation of all group members?

T: Well, the group leader was the facilitator of the group activity. S/he was supposed to present what the group had discussed and agreed upon. They reported what had been discussed in group.

CS: Who selected the group leaders?

T: The group leaders were among fast learners. They are active students compared to their members. Group members select the secretary. This method is used across the board in our school. Students are organized in one to five organizations and the leader is an active student who can help other students (members).

CS: How can you be sure about the involvement of other group members? What if the leader dominated the group?

T: Well. The leaders of the one- to- five organizations were given orientation by the school principal about their duty and responsibility. I think they are committed to carry out their responsibilities. I trust them and at the same time, I tried to check the groups work walking around the groups while they are engaged.

CS: What if you give a chance of leadership to other members?

T: It is impossible because they were registered as group leaders in the principal's office. The assignment was based on their academic achievement.

CS: What if they are not good at English?

T: They are good students in all subjects including English.

CS: You were observed giving corrections when the group leaders' make errors. Why didn't you give chance to other group members instead of giving correction all by yourself?

T: Well. I believe that the group leader reported the result of the group discussion. So, I think it is a waste of time to ask members to correct the leader.

CS: Why did not you give chance to other groups then?

T: Well. Other groups had their own task. In order to use the class time effectively. I preferred to give correction all by myself.

CS: You did a very good job teaching the verb forms. You told the students to look at the pictures in exercise 1 and asked them to look down each column and to say when the events in each column take place. You were walking around the groups and encouraged you students to use the target language in class discussion. But let me comment on your transition (the way you passed from activity 1 to activity 2, etc) between activities. Your transition was swift, why?

T: Well, the exercise on page 30 was the same to that of the previous exercise (i.e. on page 29). The difference was that the first exercise was writing a sentence looking at the pictures from the text book while the second exercise was completing sentences with 'going to, has/have'. They were the same. They were about the same verb forms.

CS: Let's talk about you grouping. You asked your students to sit in groups of six. Why did you prefer such a large group?

T: Well, they are five not six and as I told you earlier, it is not my grouping. The home room teacher formed the groups and the school administration ordered home room teachers to organize students one-to five. I used this organization.

CS: Good. But I think large groups are difficult to manage. It is preferable to organize small groups of three. If the groups are large, slow learners will be marginalized and only active and some average students will be engaged in discussions. Let's look at the way you end the lesson. Are you satisfied with your closing?

T: Well. I did not summarize the day's lesson and I did not give a home work. I did not give a summary because the lesson was not completed. It will be completed next period after teaching 'the present perfect tense'. Concerning home work provision, the next topic is the presentation stage of 'the present perfect tense'; its form, use... So, I think it is not appropriate to give a home work before explaining the new language item.

CS: Good. But at least you can give them a reading home work. You can tell them to read about the present perfect tense and prepare themselves for the next lesson. Now, we have reached at the end of our discussion. If you have any question or comment, you are well come.

T: I have no question.

CS: Thank you for your time. I am really happy with the professional discussion we have.

T: Thank you very much.

Observation session IV

Name: Teacher 01

Observation Date: 29/02/05

Observation Time: afternoon 4th period

Location: School1

Class: 9 I

A. NOTES FOR PRE-OBSERVATION MEETING

Description of Room: classroom full of students sitting on a fixed desk. Not clean and lively. No posts, pictures, etc on the wall.

Description of Students: As they are in grade 9, they are new to the school. Many are coming from the rural area with poor language command. They prefer using their mother tongue during class discussion. Textbooks were given one for three but most students were not willing to bring their textbook. So, it is very difficult for the teacher to give a class work from the students' text.

Class topic: *Unit Three: Hobbies and Crafts*

A3.3 Increase your word power: Vocabulary development

Objective for the session (What will the students be able to do/know by the end of the session?):

1. To match crafts with their pictures

Teaching Strategies (What strategies/methods will you use to help the learners to reach this objective?):

1. Teaching words in context.
2. Students will try the task first individually, and then in small groups
3. Teacher will walk around the class to help students and to encourage them to use the target language throughout their interaction.

Assessment Tool(s) (How will the students show that they know and can do what you expected of them?): If majority of the students match all or most of the pictures with the new words the lesson objective will be addressed.

Instructor Concerns/Focus (What would you like the observer to pay special attention to?):

Presentation (Methodology) and classroom observation.

Post-Observation Conference: Date: Immediately after the observation or around the end of the shift

Time: Whenever the teacher and the observers are free.

Location: School's ELIC office

D. Classroom observation note

T: What did we study yesterday?

Ss: Hobbies and Crafts

T: Yes, different types of hobbies... what are they?

Ss: Kept quiet for some time.

S1: reading

S2: playing football

S3: watching film.... S4...

T: Today, we are going to learn how to increase our word power (And wrote the topic as 'Increase your word power: Vocabulary development').

T: What does it mean?

S1: Dictionary word

S2: Contextual meaning of a new word

T: Vocabulary is lists of words with their own meaning.

T: Open on page 38. Read, understand, and then tell us what you understand. Do it individually. (Many students were surrounding one textbook)

Ss: working in groups. They tried to use the target language in their discussion.

T: Walked around and assisted students.

T: what do you understand about the word craft?

Ss: raised their hands

S1: skills activity

S2: working...things

S3: working like pottery,...

T: /kra:ft/ or /kræft/ and tried to pronounce as a model but couldn't make the students pronounce them

T: explained that the same word 'craft' can be used either as a noun or as a verb. But she did not give them example sentences.

T: go to page 39 and match the words with the pictures orally.

Ss: were noisy. Different local languages were overheard.

T: finished?

Ss: Yes (in chorus).

T: Go to page 40 and write the name of the person that does a craft... example: pottery... potter

Ss: Started working in their groups

T: moved around the class to check and help students

Ss: some students were actively involved while others were not (no complete participation)

T: if you have finished, let's practice together.

Ss: Answered in chorus.

T: yes it is... (Did not write the responses on the blackboard)

T: Ask people and write at least five crafts name commonly practiced in your area. This is your home work. (class ends)

E. Post observation meeting note

CS: Thank you. I think you are ready for discussion. What do you want to accomplish during this lesson?

T: Well. This lesson was a vocabulary lesson. I want to teach meanings and pronunciations of the new words. Asking my students to read the definition of *craft* in their book, I tried to make sure that they understand each definition as well as pronunciation and grammar for each entry. After that, I discussed the different examples of crafts. Students then match the names of the crafts in the students' book to the pictures, then, give name to each craft worker, e.g. weaving- weaver.

CS: Why did you ask the students to tell you what vocabulary is? I mean, this was your second time to be observed teaching vocabulary. Why did you ask the definition of vocabulary now?

T: I used it just as introduction. To get the students' attention.

CS: What were the major points of your lesson?

T: meaning and pronunciation of words related to *craft*.

CS: Did you achieve these points or your objectives?

T: Well. I think so. My students participated actively. They did the activities in their groups.

CS: But they were observed pronouncing the words with difficulty. Why did not you model the pronunciations and give them more time to practice?

T: Well. You are right. English is a third language for some of my students. There was a mother tongue influence on their effort to pronounce some words. Concerning modeling pronunciation, I tried to pronounce the word *craft* as a model and asked the students to do the same.

CS: You did a very good job in associating the new words with pictures. You also did well in giving a practical home work that can project the classroom lesson to the students surrounding. You asked your students to ask people and write at least five craft names common in their area. But, why did you write the phonetic pronunciation of the word *craft* on the blackboard?

T: To help students' pronunciation.

CS: But your students are grade 9 students. Do you think they know the phonetic symbols?

T: I think they may find them on the dictionary.

CS: Yes. They can find them but they may not understand them at all. The better way to teach pronunciation for grade 9 students is to model the pronunciation and asked the students to say after you repeatedly. Let's talk about your error correction. You did not correct your students' errors. You just ignored them why?

T: I don't want to discourage them by giving correction now and then.

CS: You are trying to tell me the motivational value of error correction. But, teachers should play an active role in the classroom by providing accurate feedback on learners' errors. But, you have to be systematic when providing feedback. Providing for the students information that explicitly and specifically highlights where the error is, reducing the alternatives open to the students, and providing information that helps the students correctly adjust their current understanding. Furthermore, teachers are expected to encourage peer error correction (peer feedback).

T: Well. I usually try some of the points you have mentioned though I did not use them for the observed lesson.

CS: Ok. Thank you for your time and professional discussion. If you have any question or comments, you are welcome.

T: I have no question. Thank you.

Teacher 02

Observation Session I

Name: Teacher: 02

Observation Date: 03/02/05 **Observation time:** 3nd period (afternoon shift)

Location: School 1 **Class:** 9

Topic: Speaking: Giving Directions

Observation Notes

T: Good afternoon students

Ss: Good afternoon teacher.

T: Wrote the title ‘Giving Directions’, and then, draw the following table on the black board.

destination	Distance	Time
Addis Ababa to Dire Dawa	515km	9-10 hours
Humera to Gonder	205 km	3-4 hours
Asosa to Addis Ababa	865 km	14-17 hours
Werder to Gode	260 km.	4-5 hours

Ss: were copying;

T: Was moving around the class while students were copying the table from the black board.

T: Finished copying?

Ss: No.

T: Hurry up.

T: wrote instruction ‘Ask and answer about the table’. She wrote the following example from the students’ text book: ‘how far is it from Addis Ababa to Dire Dawa? It is 515 km from Addis Ababa to Dire Dawa.

T: Now be in groups of five and practice asking and answering questions about the table.

Ss: Were moving from desk to desk to be in their groups (I think it was a pre-formed group). Due to this the classroom was very noisy.

T: Silent... silent please...

Ss: Wer in their groups but many were observed off-task.

S1: raised his hand

T: What?

S1. I am not understand what we doing.

T: look at the example on the black board (she read the example she wrote from the text book), is it clear?

S1: Not clear.

T: Ok. Ask your friends.

T: (after a while), have you finished? Volunteer group please..

Ss: Kept quite.

T: Not finished. What about this group... who is the leader... come on please...

G1: (two students among the group members), stood up.

T: Ok. Come out here (she summoned them to the front)

G1 S1: How far it is Humera to Gonder?

G1 S2: It is 205 Km Humera from Gonder.

T: Good. Clap your hands.

Ss: clap their hands.

T: Another... another group... what about this group... stands up.

G2 S1: How far it is from Asosa to Addis Ababa?

G2 S2: It is... It is 865 Km from Asosa Addis Ababa.

T: Very good, clap your hands.

Ss: Clap their hands....

T: Write the questions and answers on your exercise book...hurry up.

Ss: Were writing, when they had finished, they raised their hands

T: Was moving around the class and correcting the students' exercise book.

Class ended

Observation session II

Name: Teacher: 02

Observation Date: 05/02/05 **Observation time:** 2nd period (afternoon shift)

Location: School 1 **Class:** 9

Topic: Speaking: Asking Politely

A. Notes for observation meeting

Description of Room: classroom full of students sitting on a fixed desk. Not clean and lively. No posts, pictures, etc on the wall.

Description of Students: As they are in grade 9, they are new to the school. Many are coming from the rural area with poor language command. They prefer using their mother tongue during class discussion. Textbooks were given one for three but most students were not willing to bring their textbook. So, it is very difficult for the teacher to give a class work from the students' text.

Class topic: Asking politely

Objective for the session (What will the students be able to do/know by the end of the session?):

1. Ask for directions politely

Teaching Strategies (What strategies/methods will you use to help the learners to reach this objective?):

1. learn some important phrases for asking directions politely

Assessment Tool(s) (How will the students show that they know and can do what you expected of them?): The objectives of the lesson will be addressed if majority of the students are able to ask for directions politely.

Instructor Concerns/Focus (What would you like the observer to pay special attention to?):

Presentation (Methodology) and classroom management

Post-Observation Conference: Date: Immediately after the observation

Time: Whenever the teacher and the observers are free.

Location: School's ELIC office

B. Observation note

T: wrote the topic "Asking Politely". Then asked, 'what is politely means?'

Ss: Apologizing...

T: humbleness

T: Read examples from the students' text book and explained.

Ss: Listening to the teacher's explanation.

T: 'Look at the two ways of asking for help or information. Which of those questions are more polite?'

A: Where is the bus stop?

B: Could you tell me where the bus station is?

A: Does the bus to Werder leave from here?

B: Do you know if the bus to Werder leaves from here please?

T: Answered the questions by herself. She said. 'B' is more polite than 'A' in both cases.

SS: were listening the answers with explanations

T: Then, wrote note on the black board (copied from the students' text book page 25).

Ss: were copying from the black board.

T: Explained again by reading what she wrote (the definition, the phrases, and the example sentences).

Ss: majority were passive listeners while very few students were said something following the teacher.

T: 'OK. Do you understand? Any question, please?

S1: 'what is the difference between...can/could, shall/should, and will would?

T: 'can' is present and 'could' is past. Similarly, 'shall' and 'will' are present whereas 'should' and 'would' are past. Is it clear?

S1: kept quiet.

T: 'Ok. This is enough for today'.

Class ended

C. Post observation meeting note

CS: Thank you for coming. Today we are going to watch the video recorded lesson and discuss. The discussion focuses on some observed behaviors per our pre-observation agreement. Are you ready to watch the video recorded lesson?

T: Yes... I am ready. Then the teacher watched the lesson attentively. She was taking notes while watching.

CS: Good. You have finished watching the lesson. Are you ready for today's discussion?

T: Yes. I am ready.

CS: Have you enjoyed watching the lesson?

T: (laughed) yes.

CS: How do you think the lesson went?

T: Ok. As to me... it was good.

CS: Did you meet your objective?

T: Not fully... but I tried.

CS: Yes. You tried. Your objective was to make your students ask for directions politely. Am I right?

T: Yes.

CS: So, did you make the majority of your students ask for directions politely?

T: Yes...in groups. It is difficult to make everybody speak in the classroom. We have large class size. So, it is impossible to make everybody speak within 40 minutes. That's why I prefer organizing students in small groups for this type of activity.

CS: What did you want to accomplish during the group work?

T: During the group work, I tried to make students interact with each other. One student asked for direction and the other one gave direction. Students were made to practice asking and giving directions politely exchanging roles (assuming the roles of asking and answering at different times). So, the group work was designed to help me achieve my objective.

CS: Your objective was to make majority of your students to ask for directions politely. So, did you achieve your objective?

T: Yes, I think so. As you can see many students tried to ask for directions politely.

CS: Asking for and giving direction is a two way communication (i.e. One person asks and the other replies). Why did you prefer group work over pair work for this activity? You asked your students to make a group of six. Don't you think that it was a large group?

T: Yes. I formed a group of six. But, there were three pairs in the group and they change their roles and pair members until every group member get a chance to ask for and give direction and until they paired themselves with each of the five group members. This in turn, was supposed to give opportunity for the students to practice repeatedly the polite phrases of asking for and giving directions.

CS: You did a very good job giving the students more opportunity to practice the new language item. In addition to this, your effort to make students use the target language during class discussion was very good. But, instead of using familiar places in your presentation, you used a place like 'Warder', which was not known by many students. Why did you do that?

T: It was unintentional. I have no reason for doing so. The only reason I can give is that I did it as business as usual. I copied it from the student' text book.

CS: I agree that you created opportunity for students to practice in class. But this single practice took the whole period. In the teachers' guide, after explaining the polite and non polite phrases, you were expected to give more examples and ask students if they can think of any. Furthermore, you were supposed to do exercise 2 with the whole class. Why did you limit you teaching only on exercise 1?

T: Well, I read the teachers' guide but I know the pace of my students. I wanted them to practice only on activity 1 that period. If they clearly understand the use of the questions, then it is very simple to pass to the next exercise.

CS: You did not summarize the lesson and you did not give a home work. Why did you rule out these?

T: Well, as you mentioned earlier the lesson was not finished. Exercise 2 was remained. So, it will be summarized next period after the students do activity 2. Concerning home work provision, the bell rang before I gave the home work to the students. But, I considered activity 2 as a home work but I forgot to tell the students due to time constraint.

CS: Good. I am going to make some remarks now. You should budget your time before you entered class. You should divide the 40 minutes class time for all activities. You should also know and decide before hand the amount of lessons/ activities to be taught in a period. Large groups are difficult to manage. So, it is better to form smaller groups. The ideal small group is the group of three students.

T: well. What about the pace of my students? It is difficult to present more than one activity in one period for majority of my students.

CS: Try to keep their pace but do not cut activities of the same lesson. Pass it for home work if you don't have enough time in a classroom. It is a matter of planning activities and budgeting class time accordingly.

T: Ok.

CS: Do you have any question on our today's discussion?

T: No. I don't have.

CS: Thank you for your time and professional reflection

T: Thank you and good bye.

Observation session III

Name: Teacher: 02

Observation Date: 12/02/05 **Observation time:** 2nd period (afternoon shift)

Location: School 1 **Class:** 9 R

Topic: Unit 3: Hobbies and crafts

A. Notes for pre-observation meeting

Description of Room: classroom full of students sitting on a fixed desk. Not clean and lively. No posts, pictures, etc on the wall.

Description of Students: As they are in grade 9, they are new to the school. Many are coming from the rural area with poor language command. They prefer using their mother tongue during class discussion. Textbooks were given one for three but most students were not willing to bring their textbook. So, it is very difficult for the teacher to give a class work from the students' text.

Class topic: *Unit Three: Hobbies and Crafts*

Objective for the session (What will the students be able to do/know by the end of the session?):

2. To talk about their hobbies

Teaching Strategies (What strategies/methods will you use to help the learners to reach this objective?):

1. Answering some questions related to hobbies and crafts in small groups

Assessment Tool(s) (How will the students show that they know and can do what you expected of them?): The objectives of the lesson will be addressed if majority of the students tell their hobbies and identify the difference between hobbies and crafts..

Instructor Concerns/Focus (What would you like the observer to pay special attention to?):

Presentation (Methodology) and classroom management

Post-Observation Conference: Date: Immediately after the observation

Time: Whenever the teacher and the observers are free.

Location: School'

B. Observation Note

T: What did we learn last period?

Ss: kept quite

T: 'It was pronunciation, you forgot it?... yes...pronunciation... today we are going to discuss about hobbies and crafts'.

T: Wrote 'Unit three: Hobbies and Crafts'. Then, asked 'what do you do in your free time... do you know hobby?'

Ss: 2-3 students raised their hands.

T: Ok. You (Pointing at the student)

S1: interest

T: yes...it is interest... do you know craft?

Ss: kept quite.

T: 'Look at page 37. There are pictures...different things... give me one example about craft.

Ss: Two students raised hands

T: Ok you (pointing at the specific students)

S1: Pottery.

T: Yes. She makes what? Pot.

T: Wrote the title of the next activity as: "What do you in your free time?" Then gave instruction to form a small group of three, select a chairperson, and discuss in their groups based on the questions that the teacher was going to write on the black board (it was from the students' text book page 36).

T: 'Before you are going to work in your groups, one or two students....tell me what it is...(I think the teacher wanted to get some example free time activities of her students though the students did not understand what she wanted.)

Ss: Quite

T: "Tell me what it is... (demanded repeatedly).

Ss: One student raised a hand

T: yes... tell me what is it?

S1: 'I fetch water'.

T: 'Good, another student...'

S2: Play football.

T: Yes...

T; 'Work in groups of three and discuss these questions... I will write them... work in your groups of three...

T: Then, started writing the leading questions on the board (T. copied the questions from the students' text). T. asked the students to keep quite time and again as some students were talking with their seat partners.

Ss: Started copying from the board.

T: '...One student as a chairman and discuss... write your group ideas...'

T: Wrote only four questions out of the seven questions from the students' text. And said, 'this is enough for this period... do in small groups of three...'

S1: I don't understand question number 4'.

T: read the question and said, 'it is based on question 3'

T:... discuss in groups... (She moves around the class and helped students to form groups and explained the task).

T: Discuss in English; not in Amharic or Sidamic (Said this time and again while moving around).

T: (after sometime), ' which group has finished?... raise your hands... (some students raised their hands; they are group chair persons).

T: 'Ok. You... present your group answer...'

G1 (the leader): came forward and read all the four questions with their responses. There were many language errors in his response.

T: 'Very good' (did not comment or give corrections of any form". 'Clap your hands for this group'.

Ss: Clapped their hands.

T: 'Ok another...'

G2 (the leader): came out and did the same as group 1

T: 'very good. Clap your hands..'

Ss: clapped their hands and the bell rang.

C. Post observation meeting notes

CS: Welcome to this meeting. Today we are going to watch the video record of the previous observation and discuss on some points. Are you ready to watch the recorded lesson?

T: Yes. I am ready.

CS: Very good. Watch the video very carefully by taking some notes for our discussion. You can make it pause or rewind it if necessary.

T: OK.

CS: (after the teacher watched the recorded lesson). Alright, have you finished watching? Shall we start our discussion?

T: Yes.

CS: What did you want to accomplish during the lesson?

T: During this lesson, I wanted my students understand hobbies and crafts and talk about their free time activities.

CS: So, Your objective was ‘to make majority of students speak about their hobbies, and differentiate between hobbies and crafts’. Did you achieve your objective?

T: I think so because majority of the students tried to speak about their leisure time activities.

CS: But in the recorded lesson, only two students were observed trying to tell their hobbies.

T: They were group leaders. They represented their group members.

CS: How many group leaders were reported their group discussion?

T: Two group leaders.

CS: How many students did they represent?

T: Six students.

CS: How many students were in the class during the classroom observation?

T: About 40 students.

CS: How many groups did you have?

T: Thirteen groups. I had planned to ask at least five group leaders but I did not get time. The class time was over after only two group leaders reported. This is because I gave more time for group practice than reporting.

CS: Who selected the group leaders?

T: I randomly assigned students into groups and the group members selected their leader.

CS: Why did you assign random groups?

T: I have no reason. I just assign groups based on the sitting arrangement. I allowed students who were sitting together to work together.

CS: What do you think of ability grouping? (i.e. having fast learners, medium learners and slow learners in one group).

T: Well I did not do that. If I tried to organize this way I may face the shortage of fast learners.

CS: I think it is advisable to try different grouping techniques like mixed ability level, mixed gender, etc. The purpose of grouping students is to enhance classroom interaction among them.

CS: I think the activity that your students did the whole period was the introduction part of the unit (unit three). Don’t you think you waste much time on the introduction?

T: Yes. It was introduction. But how can I move forward without my students' fully understand and practice a new language item?

CS: Well, you are right but don't you think that the remaining activities that follow the instruction would help them to understand 'hobbies and crafts?' For example after the introduction, the activity in the students' text is to match some words (of hobbies and crafts) with pictures...

T: yes... I know. But I preferred to take much time on the introduction.

CS: Yes. But I think the time allotted for the introduction could be some 3-5minutes of the whole period not the whole period as the purpose of the introduction is to preview the lesson.

T: OK. I know I should not have taken much time. But you know, my students have poor background of language learning... it is a problem.

CS: Yes. I understand your problem, but I am talking about the purpose of introduction. The lesson introduction is just to preview the forth coming lesson. It is not a full lesson by itself.

T: Ok.

CS: If you have given a second chance to teach the same lesson, what would you change?

T: I may not make many changes because of my students. They are not interested in learning English. Due to this I am not motivated to try different techniques of teaching. Any ways, I will try to use mixed ability grouping as it facilitates classroom interaction and learning.

CS: Did you say your students have no interest to learn English? I think it is your duty to create that interest. You are expected to motivate them to learn English. Some teachers and schools prepare different events, motivate students to participate on these events, reward their participation, publicize their work, etc. If you and your colleagues do the same in your school I think students will be motivated to learn English. What is important is that it needs our professional commitment. Don't you think so?

T: Well. You are right. But our work load did not allow us to organize events of these kinds. If you take me as an example, I teach 25 periods per-week, I am a home room teacher and I am a member of different school committees, etc.

CS: Well. You can discuss the issue in your department and the department may have a solution. Any ways, event organization is good to motivate students to learn English. But there are other techniques too. You can organize inter-class competition on spelling, grammar, writing, speaking, etc. As a professional teacher you should bear all the burdens for the good of your

students. Alright, we come to the end of today's discussion. Thank you for your professional insight. If you have any question or comments, you are welcome.

T: Thank you very much. I have no questions.

Observation session IV

Name: Teacher: 02

Observation Date: 10/03/05 **Observation time:** 3rd period (morning shift)

Location: School 1 **Class:** 9 R

Topic: Reading: The Karate Lesson

A. Notes for pre-observation meeting:

Description of Room: classroom full of students sitting on a fixed desk. Not clean and lively. No posts, pictures, etc on the wall.

Description of Students: As they are in grade 9, they are new to the school. Many are coming from the rural area with poor language command. They prefer using their mother tongue during class discussion. Textbooks were given one for three but most students were not willing to bring their textbook. So, it is very difficult for the teacher to give a class work from the students' text.

Class topic: Reading: The karate Lesson

Objective for the session (What will the students be able to do/know by the end of the session?):

1. To read and understand
2. To do comprehension questions

Teaching Strategies (What strategies/methods will you use to help the learners to reach this objective?):

1. silent reading
2. Working the comprehension questions in small groups.

Assessment Tool(s) (How will the students show that they know and can do what you expected of them?): The objectives of the lesson will be **addressed** if majority of the students answered the comprehension questions correctly.

Instructor Concerns/Focus (What would you like the observer to pay special attention to?):

Presentation (Methodology) and classroom management

Post-Observation Conference: Date: Immediately after the observation

Time: Whenever the teacher and the observers are free.

Location: School's ELIC office.

B. Observation Notes

T: Wrote 'Reading: The karate lesson'. Then, instructed students to open their text book on page 50 and read silently.

Ss: Were reading silently.

T: Was moving around the class.

Ss: some students read audibly but the teacher told them time and again to read silently.

T: 'If you have finished reading, do exercise 1 in your group (On page 51). Do only the first six questions. ..

T: 'the group leader ... writes the responses of the group... other students (the members) discuss...

S1: Only chairman?

T: yes.

T: (after sometime), 'if you have finished exercise 1, go to exercise 2...write a few sentences explaining what karate is ... it is interesting...'

Ss: students were working in their groups.

T: was moving around the groups... 'have you finished?'

Ss: No.

T: 'Ok. Raise your hands when you have finished'.

T: (after some minutes), 'A volunteer group... no volunteer?... Ok. Group 1'

G1: the leader kept quite.

G2: tried ex.1 question no.1 (but wrong)

T: Ok...group 3.

G3: the group leader gave the right answer.

T: 'Good. Clap your hands for this group'.

Ss; Clapped their hands.

T: Gave chance to group leaders of 4, 5 and 6. When the group leaders failed to give a correct answer, the teacher provided the correct answer.

T. Then gave the remaining activities (question 6-10 of exercise I and the whole of exercise II) as home work

C. Post observation meeting notes

CS: Well come to this discussion session.

T: Thank you.

CS: The lesson you watched right now was a reading comprehension lesson. What did you want to accomplish during the lesson?

T: I wanted the students to practice silent reading and comprehend the reading text.

CS: As you know a reading comprehension tasks have three parts: pre-reading, while-reading and post reading tasks. Which activities of the lesson was pre, while and post reading tasks?

T: Well. I read the title of the reading passage and instructed the students to read silently and individually. I think this was a kind of pre reading activity. I also gave activity 1 (1-4) as a class work to check their comprehension as a while reading task. Finally, I gave exercise 1 (5-10) a home work as post-reading task.

CS: What are pre-reading, while-reading and post-reading activities mean?

T: I think they are activities that can be done before, while and after reading tasks.

CS: Well. Your definition is correct. So, let's look at the lesson in terms of these three phases of reading. In the students' text, under the title, *The karate lesson*, There is introduction. In the introduction, you can find the source of the extract, where it was written, the author, etc. So, if you read the introduction aloud while the students are following from their textbook, you are doing a pre-reading task. You are trying to catch the students' attention towards the reading text. Similarly, if you instruct the students to answer activity 1 while reading the extract (at the same time), then you are doing a while –reading task. Exercise 2 and 3 can be given as a home work and they are post-reading activities.

T: I see. What about the activities I did? How do you categorize them?

CS: Well, they are good but all the three phases serve a purpose and that purpose is comprehension. When we come to your activities, do you think telling the title of a passage (which is already written) and instructing students to read silently and individually is a pre-reading task? These activities are important but they are not pre-reading tasks. The main purpose of a pre-reading task is creating interest on the students to read the text. Similarly, you gave activity 1 after students read the extract. A while reading task is the task that should be accomplished simultaneously with reading. Post-reading task, on the other hand, is an inferential activity, an activity that links the reading text with external (out of text reality), etc.

T: Well. How can I do all these in one period? Don't you think that it is time taking?

CS: Ok. You can give pre-reading and while reading tasks in a classroom and set post reading tasks as a home work.

T: OK.

CS: Compared to the previous observation, you did a very good job organizing your students in groups, giving tasks, and giving opportunities to many group leaders to report the result of their group discussion.

CS: If you have given a second chance to teach the same lesson, what would you change?

T: Well. Now I understand how to implement the three phases of reading. So, I will try to use these phases appropriately. In fact, they are not new. I know them but I usually employ them carelessly. But next time I will try to use them appropriately.

CS: Thank for your valuable time. Do you have any question or comments?

T: I have no question.

CS: Thank you again for your time.

Teacher 03

Observation session I

Name: Teacher: 03

Observation Date: 30/01/05 **Observation time:** 2nd period (afternoon shift)

Location: School 1 **Class:** 9 A

Topic: Expressing obligation or necessity

A. Classroom observation note

T: Good afternoon students.

Ss: Good afternoon.

T: Take out your exercise book and ready for dictation.

Ss: Were noisy

T: Are you ready.

Ss: Yes.

T: Language Focus: 'Expressing obligation and necessity'. Then, he dictate the note from the students text book page 13 (the dictation took 20 minutes of the class time).

Ss: Asked the spelling of many words

T: Told the spelling of many words

T: (after finishing the dictation) He read the note and explained the use of must, have to, should, need to, don't need to.... The teacher used Amharic frequently in his explanation.

Ss: Were listening but some students were observed working other things like copying mathematics exercise from their seat partner, etc.

T: Ok. Now ready to write an exercise. Are you ready?

Ss: Yes.

T: Dictate exercise 1 from the students' text book. It was a matching activity: ' Match the words with their meanings. You can use the same meaning twice'

Must	It is necessary, you have no choice.
Mustn't	It is not a good idea.
Don't have to	It is not allowed. It is forbidden.
Should	It is not necessary.
Can't	It is a good idea.
can	

Class ended after this dictation and the teacher instructed the students to take it as a home work.

Observation session II

Name: Teacher: 03

Observation Date: 07/02/05 **Observation time:** 2nd period (afternoon shift)

Location: School 1 **Class:** 9 A

Topic: Future possibility

A. Notes for pre-observation meeting

Description of Room: classroom full of students sitting on a fixed desk. Not clean and lively. No posts, pictures, etc on the wall.

Description of Students: As they are in grade 9, they are new to the school. Many are coming from the rural area with poor language command. They prefer using their mother tongue during class

discussion. Textbooks were given one for three but most students were not willing to bring their textbook. So, it is very difficult for the teacher to give a class work from the students' text.

Class topic: Future possibility

Objective for the session (What will the students be able to do/know by the end of the session?):

1. Express the future using going to, May or Might.
2. Talk about future plans

Teaching Strategies (What strategies/methods will you use to help the learners to reach this objective?):

1. Giving grammar notes on future possibility
2. Explaining the notes and giving related exercise.

Assessment Tool(s) (How will the students show that they know and can do what you expected of them?): The objectives of the lesson will be addressed if majority of the students are able to do the given exercise.

Instructor Concerns/Focus (What would you like the observer to pay special attention to?): Presentation (Methodology) and classroom management

Post-Observation Conference: Date: Immediately after the observation

Time: Whenever the teacher and the observers are free.

Location: School's ELIC office

B. Observation note

T: Good afternoon students

SS: Good afternoon teacher.

T: Today, we are going to learn about future possibility. I am going to dictate you a note on future possibility. Take out your exercise book and write the notes.

T: Are you ready?

Ss: Yes.

T: Good... (and started the dictation).

Ss: were writing the dictation. (Many were not following the dictation; they were off-task)

T: (after finishing the dictation)... now, you are going to write an exercise on future possibility. Be ready... are you ready?

Ss: Yes.

T: 'Write six sentences in your exercise book using the words in the table'. T. dictated the table.

The whole dictation took 30 minutes of the class time. T. Did the first sentence as an example and asked students to work individually.

T: Have you finished? Read your sentences if you have finished.

Ss: Kept quite.

T: Ok. Let's do it together (he did all by himself. The students were listening; not participated).

Then the class ended

C. Post observation meeting note

CS: Welcome to this post-observation discussion session.

T: Thank you.

CS: Shall we start our discussion? Are you ready?

T: Yes. I am ready.

CS: What did you want to accomplish during the lesson?

T: Well. My objective was to teach about future plan. I had also planned to teach the students to talk about future possibility using May or might.

CS: Did you achieve your objectives for the lesson?

T: I think I tried.

CS: Yes. You tried. But did you feel that you achieved your objectives?

T: Yes.

CS: Good. Your objectives were to enable your students to express the future using 'going to, May or might'; and to talk about future plans. So, did your students use these forms and talk about future plans?

T: Well, a few students tried... not all.

CS: But majority of your students did not even try.

T: Yes... you now my students are very poor in language use. They have a poor language learning experience. This is what usually happens. They are not interested in learning English at all. Very difficult to make them participate in class activities.

CS: Think back to your ways of presenting the lesson. You dictated some notes; then dictated an exercise (before explaining the note); you did number one as an example and instructed the students to do the rest. After two or three minutes, you asked whether they have finished. But no

student had finished. So, as you were run out of time (because the whole dictation took 30 minutes), you provided the answers of the activity by yourself. Am I right?

T: Yes... you know the students usually kept silent. In that case, I am obliged to give the answers by myself in case there are some students who need the answers.

CS: So, how do you evaluate your procedures? Are you satisfied with your procedures? Were there any other ways of presenting the lesson differently?

T: Well, I had no alternative. The students were not willing to bring their text books. The only way I use to present the lesson was by dictating the notes and the exercises. If they brought their text books, my presentation might be different.

CS: The dictation took around 30 minutes of the class time. Why not you tried another option like instructing the students to copy the notes and the exercises at home or in the library before the class time (a day before)?

T: well. I told you that they are not interested.

CS: Did you try it before?

T: No.

CS: So, how do you say they are not volunteered? Any ways, don't you think that doing this may save your class time and give you and your students enough time to practice?

T: Yes. I know.

CS: Well, if you have given a second chance to teach the same lesson, what would you change?

T: If the students are willing, I will try another option... I mean the option you mentioned. I will ask them to write the notes and the exercises before the class.

CS: Ok. Thank you for your time. Do you have any question or comments on the whole process?

T: No. I am happy.

Observation session III

Name: Teacher: 03

Observation Date: 21/02/05

Observation time: 2nd period (afternoon shift)

Location: School 1

Class: 9 S

Topic: Passive voice

A. Notes for pre-observation meeting

Description of Room: classroom full of students sitting on a fixed desk. Not clean and lively. No posts, pictures, etc on the wall.

Description of Students: As they are in grade 9, they are new to the school. Many are coming from the rural area with poor language command. They prefer using their mother tongue during class discussion. Textbooks were given one for three but most students were not willing to bring their textbook. So, it is very difficult for the teacher to give a class work from the students' text.

Class topic: Passive voice

Objective for the session (What will the students be able to do/know by the end of the session?):

1. Change active voice sentences into passive voice.

Teaching Strategies (What strategies/methods will you use to help the learners to reach this objective?):

1. Dictating exercises
2. Working in small groups

Assessment Tool(s) (How will the students show that they know and can do what you expected of them?): The objectives of the lesson will be addressed if majority of the students are able to do the given exercise.

Instructor Concerns/Focus (What would you like the observer to pay special attention to?):

Presentation (Methodology) and classroom management

Post-Observation Conference: Date: Immediately after the observation

Time: Whenever the teacher and the observers are free.

Location: School's ELIC o

B. Observation note

T: 'Have you brought your text book?'

Ss: No.

T: Ok. If you did not bring your text book, I am going to dictate you. Take out your English exercise book and write the following exercises. Are you ready?

Ss: Yes.

T: Started dictating the exercise on changing active voice into passive voice.

Ss: were writing the dictation.

T: (after finishing the dictation); 'do it in two minutes'.

Ss: students were doing in groups though the teacher did not tell them to work in groups.

T: (after five minutes), 'have you finished? Anyone who can try question number 1...

Ss: Nobody was volunteered to respond.

T: 'Anyone please,'

Ss: Only two students tried.

T: gave the passive equivalent of all the active sentences (they were 10).

Class ended.

C. Post observation meeting note

CS: Thank you for your coming. This is a post observation meeting. I am going to describe what I had observed while you were teaching last period. I hope you will listen to me very carefully. You can interrupt my description whenever you want explanation. You can also ask questions when some points are not clear to you. Do you have anything to say before we start?

T: No.

CS: So, are you ready? Shall we begin?

T: Yes.

CS: What do you want to accomplish during the lesson?

T: My objective was to enable my students to change active voice sentences into passive voice. so as you had observed, it was difficult. They could not do the exercise as I expected them to do.

CS: What do you think was the reason for this?

T: As I told you last time, they don't have good language learning background.

CS: Do you mean they did not learn about changing active voice into passive voice before?

T: No. but they did not do exercises by themselves at lower grades. Their teachers did the answers usually.

CS: Well, how do you know this?

T: Some students told me and they expect the same here.

CS: As I tried to describe your teaching procedures, the exercises you gave include many tenses. I mean present tense, past tense, etc. Don't you think that mixing different tenses could make the activity difficult?

T: This is not the first time they learn about passive voice. They learned it at different levels.

CS: But as you mentioned earlier, you are not comfortable with their language learning background. What if you present one tense at a time? Don't you think it may ease the problem?

T: Yes. When I think of their background, I should have taught them one tense at a time.

CS: The other thing is, I could not find the exercises on the students' text. Am I right?

T: Yes. I asked them whether they brought their text books or not and they said no. then, I preferred to teach them from my own documents.

CS: Ok. The other thing is... during our previous post-observation discussion, we agreed that dictation takes much class time. So, we mentioned some other strategies like instructing the students to write from their text book or the library a day before the lesson. Am I right?

T: Yes. But, those exercises were not from their text book. I prepared them.

CS: What if you photocopied and distributed to the students before class (at least in groups)? Or gave them to photocopy before the class time?

T: Well, it was possible but it did not come to my mind.

CS: But, don't you think that it may help you to manage your class time effectively?

T: Definitely.

CS: Let's talk about your classroom management. You did not use either a pair work or a small group work. Why?

T: Well... the students have groups which were established at the beginning of the academic year. So, no need of telling them to form groups every day. Furthermore, the school implemented a one- to- five organizations among students. So, what is the necessity of telling the students to form groups while all these are in place?

CS: Well, the reason I asked you this is that many students were not observed working in groups and even those who seemed working in groups were grouped just to share materials like text books, exercise books, etc.

T: Well it is very difficult for me to know this as I am visually impaired.

CS: That's why I felt the necessity of telling them to work in groups.

T: Well, don't think it will bring any difference. But, I will tell them to work in groups and see the result.

CS: Ok. If you have given a second chance to teach the same lesson, what would you change?

T: I will definitely make some changes per our discussion.

CS: Ok. Thank you for your time. Do you have anything to say? A question or comment...

T: No. I have no question.

CS: I thank you again for your time and your valuable insight.

Observation session IV

Name: Teacher: 03

Observation Date: 10/03/05 **Observation time:** 2nd period (afternoon shift)

Location: School 1 **Class:** 9 S

Topic: Adverbs of frequency

A. Notes for classroom observation meeting

Description of Room: classroom full of students sitting on a fixed desk. Not clean and lively. No posts, pictures, etc on the wall.

Description of Students: As they are in grade 9, they are new to the school. Many are coming from the rural area with poor language command. They prefer using their mother tongue during class discussion. Textbooks were given one for three but most students were not willing to bring their textbook. So, it is very difficult for the teacher to give a class work from the students' text.

Class topic: Adverbs of frequency

Objective for the session (What will the students be able to do/know by the end of the session?):

1. Use adverbs of frequency

Teaching Strategies (What strategies/methods will you use to help the learners to reach this objective?):

1. Students will read the given example sentences silently
2. The teacher will explain the how adverbs of frequency are used in these sentences
3. Then, the teacher will give exercises for the students.

Assessment Tool(s) (How will the students show that they know and can do what you expected of them?): The objectives of the lesson will be addressed if majority of the students are able to do the given exercise.

Instructor Concerns/Focus (What would you like the observer to pay special attention to?):

Presentation (Methodology) and classroom management

Post-Observation Conference: Date: Immediately after the observation

Time: Whenever the teacher and the observers are free.

Location: School's ELIC office

B. Observation note

T: Take out your text book on page 43

Ss: Opened their text books.

T: Reads a note on adverbs of frequency from his Braille.

Ss: followed the teacher from their text book.

T: Explained the position of adverbs of frequency, and then instructed the students to read seven example sentences on page 43 silently and individually.

Ss: Were reading silently.

T: 'read it silently for about two minutes; are you reading?'

Ss: Yes.

T: Ok. It is time. Have you finished?

Ss: some said 'yes', some said 'no'.

T: Ok. Hurry up. (After some time), Have you finished?

Ss: Yes

T: Ok (he read each sentence and explained the meanings of frequency adverbs)

e.g. The man *never* visits his children

They were *always* quarrelling with their sister, etc.

T: 'Ok. Now write the following exercise and do it in your group, are you ready?'

Ss : yes.

T: 'Good... choose ... (the teacher was dictating the exercises).

Ss: were writing, but many were off-task.

T: continued his dictation for 15 minutes.

T: (after finishing the dictation), 'try it individually and then discuss in your groups'

S1: Raised his hands and asked, 'Is there a difference between 'sometimes' and 'often'?

T: Yes. 'Sometimes' means 'occasionally', and 'often' means 'always'.

S2: 'what is seldom'?

T: I think 'seldom' means 'occasionally' or 'sometimes' (he was not sure).

T: 'I think you have finished it by now. Ok, it is time to give your answers.

Ss: some tried, but were not correct. The teacher gave the correct answers with explanation.

T: 'Now, sit in pairs and do activity 2 on page 43. One student will ask and another will give reply to the question.

T: called out ‘Ashenfi’ and Dereje’. He trained them and used them as a model:

Ashenafi: How often do you go to the library?

Dereje: (He was very shy. He kept quite).

T: ‘Dereje... say I go to the library sometimes.’

Dereje; I... go sometimes,

T: Good. Now do the same.

Ss: were practicing asking and answering in the same way (with the help of the teacher).

Class ended

C. Post- observation meeting notes

CS: Thank you for coming. This is a post observation meeting. I am going to describe what I had observed while you were teaching last period. I hope you will listen to me very carefully. You can interrupt my description whenever you want explanation. You can also ask questions when some points are not clear to you. Do you have anything to say before we start?

T: No. I have no question as I become familiar with the nature of our meeting.

CS: Thank you. Let’s start our discussion from your lesson objectives. Did you achieve your objectives?

T: I think so because I tried to implement some points of our previous discussion.

CS: Can you tell me those points?

T: I... for example compelled my students to bring their text books and many students brought their text books, I instructed my students to work in groups, I even made them work in pairs, I tried to give much time for classroom practices by minimizing the time for dictation, I first gave chance for the students to answer and then provide the correct answers, etc.

CS. Thank you very much. You remembered all of our previous discussions. Very good, so you mean that you achieved your lesson objectives completely?

T: I say it is better than the previous time.

CS: But, last time, I advised you not to take your class time for dictation. I said it is advisable to give the students a photocopy before the class time. Do you remember?

T: Yes I remembered but the school photocopy machine did not work due to some mechanical problems. So, I decided to minimize the dictation. I only gave dictation of the exercise that I brought from the other source as a supplement for the students’ text.

CS: Ok. By the way, when I am talking about dictation, I am not totally abandoning it. There are times when dictation serves a purpose. For example, dictation is good to develop the students listening skills. It can also be used to practice and test spelling. What I want to say is it should be purposeful and not to take much of the class time unnecessarily. Have you got my point?

T: yes. I understand but you know we have material shortages here. We have no access to a printer or a photocopy machine. That sometimes forced us (especially me) to use dictation.

CS: Your students seem to have a problem of understanding frequency adverbs (the difference and similarity). As a result, I think you found out that they could not do the given exercise without your assistance at every stage. So, don't you think that you should teach this lesson some other time with different approach?

T: Yes... but their problem is not only on frequency adverbs. Many of them did not understand other topics too. What I want to say is. The problem is not only limited to frequency adverbs. It is all the same for all topics too.

CS: Ok. What do you usually do when you feel that your students did not understand what you taught them? Do you have a remedial program or what do you do?

T: To tell you frankly, I usually do nothing. But sometimes I may revise the lesson.

CS: Ok. What I want to say is that if one approach does not work why not you try another approach (way of teaching)? For example if your students do not understand the difference among frequency adverbs by gap filling, or question and answer, why not you try another way? Let me tell you my experience: when I was teaching in high school, I got a chance of working with American Peace corps. I observed the classroom of a female Peace Corps member teaching frequency adverbs. What she did was this: she brought some pieces of cards with her and wrote one frequency adverb on one card and posted the cards on the wall of the classroom (at different locations). Then she gave them a simple instruction she said "to day we are going to play a game. It is a competitive game. If you win finally. You will be awarded an exercise book and a pen. The game is simple. I will call your name and read a sentence. You have to go directly to the wall that has your answer. For example if I call Abebe and read ' I go to school', Abebe is expected to go directly towards the wall in which ' always' or 'often' is written and stand there. The play goes on like this and a student who played the game with minimum error will be the winner." Then she called the students names and read the sentences, etc. Is it not good to teach frequency adverbs like this?

T: well it seems good. You know this experience is good for me I will try it next time.

CS: Ok. Thank you for your time. Our today's meeting is stopped here. If you have any questions or comments you are welcome.

T: I want you to observe me teaching the frequency adverbs like you told me now as I was not satisfied with my previous teaching.

CS: Thank you I will. If you don't have other questions, thank you for your time and commitment to participate in this intervention.

T: Thank you for your friendly support. I really appreciate.

Teacher 04

Observation session I

Name: Teacher: 04

Observation Date: 26/01/05

Observation time: 1st period (afternoon shift)

Location: School 1

Class: 9 P

Topic: The present tense

A. Observation notes

T: Good afternoon.

Ss: Good afternoon

T: Take out your exercise book and write the following exercise:

Complete the sentences with the correct verb.

I am in this group

I am not in this group

Am I in this group?

You are in this group

You _____

_____ ?

He _____

He _____

_____ ?

She _____

She _____

_____ ?

We _____

We _____

_____ ?

They _____ They _____ ?

Do I speak Konso? I don't speak Konso. I speak Konso.

_____ ? You _____ You _____ ?

_____ ? He _____ He _____ ? etc.

T: Wrote the whole of exercise two from page 9 of the students' text book. After she finished copying the exercise, she was moving around the class and check students attempts.

T: have you finished?

Ss: No.

T: Be fast. (After sometime), Ok finished?

S1: Raised his hand

T: Ok. You... please listen to him.

S1: He is in this group

T: Ok. Good, continue.

S1: he is not in the group.... Is he in the group?

T: Excellent. Clap your hands please.

Ss: Clapped their hands.

T: Another student?

S2: She is in this group.... She is not in this group.... Is she in this group?

T: Good clap your hands.

T: Another. (Continued like this until the end of the exercise. The teacher supply the correct answer when the students failed to give the correct form).

T: Started copying exercise one on the black board ...but the bell rang in the mean time.

T: Ok. We will do this exercise tomorrow. It is enough for today.

Class ended

Observation session II

Name: Teacher: 04

Observation Date: 05/02/05

Observation time: 1st period (afternoon shift)

Location: School 1

Class: 9 P

Topic: School Rules

A. Notes for pre-observation meeting

Description of Room: classroom full of students sitting on a fixed desk. Not clean and lively. No posts, pictures, etc on the wall.

Description of Students: As they are in grade 9, they are new to the school. Many are coming from the rural area with poor language command. They prefer using their mother tongue during class discussion. Textbooks were given one for three but most students were not willing to bring their textbook. So, it is very difficult for the teacher to give a class work from the students' text.

Class topic: Passive voice

Objective for the session (What will the students be able to do/know by the end of the session?):

1. Express obligation or necessity in sentences.
2. Find out and complete a chart about your school's rules.

Teaching Strategies (What strategies/methods will you use to help the learners to reach this objective?):

1. Write some school rules students can remember individually
2. Working in small groups
3. Group leaders will Present their group report

Assessment Tool(s) (How will the students show that they know and can do what you expected of them?): The objectives of the lesson will be addressed if majority of the students are able to write as many school rules as possible.

Instructor Concerns/Focus (What would you like the observer to pay special attention to?):

Presentation (Methodology) and classroom management

Post-Observation Conference: Date: Immediately after the observation

Time: Whenever the teacher and the observers are free.

Location: School's ELIC office

B. Observation note

T: 'Do we have a home work?

Cs: Yes.

T: 'Good take out your home work and let's do it together'.

Ss: Took their exercise books out.

T: Read the questions

Ss: Answered in chorus.

T: Now write some school rules that you know.

T: gave example sentences as: 'We should listen carefully when someone is speaking'

Ss: Tried individually

T: Now, form a group of three and share your sentences... hurry up.

Ss: were discussing in their groups.

T: Ok: have you finished?

Ss: yes.

T: Ok. Who will try (she said this in Amharic).

Ss : Some students raised their hands.

T: Ok. This group.

S1: 'We should be doing our home work'.

T: 'Very good. Clap your hands please.'

Ss: Clapped their hands.

S2: We should not coming late

T: 'Very good. Clap your hands.'

Ss: clapped their hands.

S3: we should wear a uniform

T: 'Very good. Clap your hands please.'

Ss: Clapped their hands.

T: (After some students had read their sentences), wrote eight sentences on school rules. The following were among the eight sentences the teacher wrote:

- I wake up early because to finish my homework.
- I study hard because not to be lazy, etc. (*Lesson ends*)

C. Post observation meeting note

CS: Thank you for your valuable time. Now, we are going to discuss the observed lesson. I will read detailed accounts of the lesson from my field note.

T: Thank you.

CS: Do you have any questions or suggestions before we start?

T: No.

CS: Read detailed account of the lesson from his field note. Teacher 04 was listening attentively and taking notes. After lesson narration was over, the supervisor asked the teacher, ‘what do you want to accomplish during the lesson?’

T: (Laughed). My purpose was to teach obligation and necessity. My teaching was based on the school rules. As you know, school rules are good examples for this lesson. Since students are familiar to school rules, they can talk and write about it. They can generate ideas.

CS: Did you achieve your objectives?

T: I think so.

CS: your objectives were to express obligation or necessity in a sentence, and to find out and complete a chart about school rules. Am I right?

T: Yes. It was on my plan.

CS: Which activity/activities do you think helped you to achieve your objectives?

T: I asked them to write the school rules. Some students wrote. I think this helped to achieve my objective.

CS: Ok. But, did it help the students to express obligation or necessity?

T: School rules are necessities which students obliged to do.

CS: Ok. Let’s see examples of the students’ sentences. One student’s sentence was read ‘We should be doing our home work’. And another student’s sentence was ‘We should not coming late’. Do you think these sentences express necessity or obligation?

T: Well, that was the intention... they tried.

CS: As you can see, these sentences were structurally wrong. But, you did not give correction. You said, ‘very good, clap your hands’ instead. Why?

T: I should appreciate my students when they show effort. It is motivational.

CS: But their sentences were wrong. Don’t you think that the students went with their mistakes unless we systematically correct them? What if they considered it as the correct form of expressing obligation or necessity?

T: Well, to tell you frankly, I did not observe the mistakes then. I have seen it now. You know... sometimes you could not observe some errors immediately.

CS: But these specific mistakes were related to your objectives. If students cannot express obligation and necessity correctly, you will not achieve your objectives.

T: Well... I did not observe the mistakes then.

CS: Alright. Do you believe in the necessity of teacher correction ... I mean systematic feedback instead of just ignoring the mistakes?

T: I know feedback is important.

CS: By the way I appreciate your classroom organization. You gave them individual task, and then make them discuss their tasks in small groups. But when you asked them to present, they presented their individual works instead of their group work. So, what was the purpose of the group work then?

T: To learn from each other.

CS: Ok. So, what did they learn from each other if they present their individual work? Let me suggest another approach. Was it not good if you asked the groups to exchange their individual sentences, comment on them, improve them...? Or if you asked them to select the best among the individual tasks and improve it further (you can give them criteria for selection and improvement... in this case, a sentence with should/had / must...+ infinitive would be good).

T: Alright. I think this is a good suggestion. But you know my students are not interested in learning English. Due to this, I am not motivated to try different approaches.

CS: Don't you think that a good language teacher is the one who motivates his students to learn, who create interest among his students towards the subject s/he teaches? I think it is your duty to do this. You should help them to develop interest towards learning English. Sometimes, you have to preach the importance and advantages of learning English for their future study and career, etc.

T: (laughed). Sometimes I did this but the result was not encouraging, But I will try it differently as you said.

CS: Thank you. If you have given a second chance to teach the same lesson again what would you change?

T: Change is common and natural. I think I would change some points on my presentation. The changes include the points we raised in the discussion.

CS: Thank you again for your time. If you have questions and suggestions, you are welcome.

T: I have no question. Thank you.

Observation session III

Name: Teacher: 04

Observation Date: 26/02/05 **Observation time:** 3rd period (morning shift)

Location: School 1 **Class:** 9 C

Topic: Pronunciation: Pronouncing simple past endings with –d or –ed.

A. Notes for pre-observation meeting

Description of Room: classroom full of students sitting on a fixed desk. Not clean and lively. No posts, pictures, etc on the wall.

Description of Students: As they are in grade 9, they are new to the school. Many are coming from the rural area with poor language command. They prefer using their mother tongue during class discussion. Textbooks were given one for three but most students were not willing to bring their textbook. So, it is very difficult for the teacher to give a class work from the students' text.

Class topic: Pronunciation practice and spelling

Objective for the session (What will the students be able to do/know by the end of the session?):

1. Pronounce words with the past simple endings –d and –ed.

Teaching Strategies? (What strategies/methods will you use to help the learners to reach this objective?):

1. Ask students to supply past form different verbs in pairs.
2. Practice spelling and pronouncing the simple past endings correctly

Assessment Tool(s) (How will the students show that they know and can do what you expected of them?): The objectives of the lesson will be addressed if majority of the students are able to spell and pronounce the simple past endings correctly.

Instructor Concerns/Focus (What would you like the observer to pay special attention to?):

Presentation (Methodology) and classroom management

Post-Observation Conference: Date: Immediately after the observation

Time: Whenever the teacher and the observers are free.

Location: School's ELIC office

B. Observation note

T: Take out your home work and let's do it together.

Ss: was opening their exercise books.

T: Read each question

Ss: replied in chorus.

T: 'Ok. Now do the following in pairs'. Then, she wrote: 'write the past form of the following words':

- Pull
- Wash
- Listen
- Finish
- Speak, etc.

N.B. I could not find this exercise in the students' text.

T: was moving around and instructed the students to use English in their conversation.

Ss: were working together.

T: Wrote another note about 'going to' on the black board and said, 'write this notes if you have finished the previous activity'.

T: (after finishing writing the notes), 'If you have finished the exercise, let's do it together.

Ss: Raised their hands and tried to provide the past forms of the given verbs.

T: 'Very good'. She supplied the correct form when they failed.

T: Then, draw the following table on the black board and asked the students to complete it (she completed the first two lines as an example).

I	am	going to	visit	A friend in Kenya.
You	are	going to	visit	my grandparents.
They				
We				
He				

Ss: Were copying.

T: Wrote a new topic 'Contraction/short forms of words'. She then wrote notes like the following: 'He's is the contraction of he is or he has'.

'She's is the contraction of she is or she has'. Then T. asked the students to do the same for the following:

I'm.....

I've.....

We're....

It's....

You're....

S1: (Raised his hand), 'I am not understand. How I contract Am I?

T: 'Not necessary'. 'Is it clear what I mean?

Ss: No

T: 'I mean it is not necessary to make a contraction of Am I. Do you understand now'?

Ss: No.

S1: 'what is the difference between He's and Hes'?'

T: 'We are talking about short form. But what do we mean by 'He's Abebe's (the owner of ...). Is it clear?

Ss: No.

T: 'Ok. There is time to talk about your questions. Get me alone out of the class'.

C. Post observation meeting note

CS: Thank you for coming to this discussion session. Now we are going to discuss about your previous lesson. If you have any question before we start, you are welcome.

T: No. I have no question.

CS: Started the video. The video was run for 35 minutes. Teacher 04 watched the video attentively. Then, when the recorded lesson came to an end, the supervisor asked the teacher, 'what do you want to accomplish during the lesson?'

T: I wanted to make the students spell and pronounce past endings. The lesson was a spelling and pronunciation of past endings (-d, -ed, and -id).

CS: Did you achieve your objective?

T: I think so. My students wrote the simple past form of some common English verbs.

CS: Your objective was to make your students pronounce the –d , –ed, and –id endings. But your students were not observed practicing it. Am I right?

T: Ahh... they were practicing. When they wrote the simple past form of the given verbs, I think they were practicing it.

CS: Practicing what? Practicing spelling or pronunciation?

T: Both... As to me when they wrote the past form, they pronounce it too.

CS: Yes. You made them write the verb forms. You made them practice the spelling. I agree with you. But pronunciation practice was not observed.

T: Well, I think they practiced it.

CS: Did they say the words aloud?

T: No.

CS: But pronunciation practice needs saying it aloud.

T: Yes. But, they could pronounce for themselves when they wrote.

CS: I see. I think I get your point. You mean they pronounce it silently for themselves while writing naturally (by implication)?

T: Yes.

CS: But, don't you think that pronunciation needs practice?

T: yes it needs practice.

CS: Ok. How do you teach your students to practice pronunciation?

T: I pronounce some words as a model and encourage my students to pronounce as I pronounce (to say after me).

CS: So, do you pronounce the example words silently? And encourage them to pronounce silently?

T: No. aloud.

CS: Why?

T: Because it is impossible to model silently.

CS: Good. So can we say that pronunciation is practiced aloud?

T: Yes.

CS: So, can we say the observed lesson had pronunciation practices?

T: Well... if we say it should be practiced aloud, there were no pronunciation practices.

CS: After the students practice to change the given verbs into simple past, you wrote 'going to' on table and asked your students to complete the table after working two slots as example. Then, you tried to teach contractions. Why did you bring these lessons as they were not on your plan?

T: I think the major lesson was pronunciation and spelling. But, I wanted to add those lessons as revision.

CS: Revision of which lesson?

T: what they had learned before in lower grades.

CS: Why? Was it a right time for revision?

T: No. But I taught them because I observed they had problems in those areas.

CS: Don't you think that teaching different language items in one period may confuse the students?

T: Ok. 'Going to' is a lesson from their book but contraction is something simple but important.

CS: So, do you mean that teaching different language items in one period do not create problem?

T: No. it has problems. I understand.

CS: I observed in your lesson that your students asked you some questions on contractions. Am I right?

T: Yes.

CS: They were not happy with your answers either right?

T: Yes. I told them to ask me individually after class time.

CS: Why did not you give the answers there?

T: The time was over and the questions were not other students' questions. They are personal questions.

CS: What made you sure that other students had no similar questions?

T: I am not sure. But what can I do? The class time was over.

CS: I think it was advisable to give the answers to the whole class as others may learn from the it because we are not sure as others may not have similar questions. If the class time is not enough to give and explain the answers, then tell them that you will tell the answers next period. It is advisable even to encourage students to think over the question and find answers for the questions at home.

T: Well. It is good. But this solution did not come to my mind then.

CS: If you have given a second chance to teach the same lesson again, what would you change?

T: I will teach it differently.

Cs: Can you tell me some of the changes that you will make?

T: I will focus only on the teaching of pronunciation and spelling. And I will give enough time for the students to practice pronunciation and spelling of the past endings.

CS: Let's talk about your classroom management. Were you satisfied by the way you organized your students (your grouping)?

T: Yes.

CS: You only grouped them in pairs. Why not in small groups?

T: Because the activities were simple. They could be done individually but just to make it interactive, I preferred pair work.

CS: Thank you very much. We have finished our discussion for today. If you have any question or suggestion, you are welcome.

T. I have no question. Thank you.

Observation session IV

Name: Teacher: 04

Observation Date: 12/03/05 **Observation time:** 3rd period (afternoon shift)

Location: School 1 **Class:** 9 F

Topic: Reading: The Karate Lesson

A. Notes for pre-observation meeting

Description of Room: classroom full of students sitting on a fixed desk. Not clean and lively. No posts, pictures, etc on the wall.

Description of Students: As they are in grade 9, they are new to the school. Many are coming from the rural area with poor language command. They prefer using their mother tongue during class discussion. Textbooks were given one for three but most students were not willing to bring their textbook. So, it is very difficult for the teacher to give a class work from the students' text.

Class topic: Reading: The Karate Lesson

Objective for the session (What will the students be able to do/know by the end of the session?):

1. Agree or disagree with others.

Teaching Strategies (What strategies/methods will you use to help the learners to reach this objective?):

1. Students will do their homework (exercise 1 & exercise 2 on page 51)
2. Students will practice to agree or disagree with the given sentences.

Assessment Tool(s) (How will the students show that they know and can do what you expected of them?): The objectives of the lesson will be addressed if majority of the students are able to agree or disagree with the given prompts.

Instructor Concerns/Focus (What would you like the observer to pay special attention to?):

Presentation (Methodology) and classroom management

Post-Observation Conference: Date: Immediately after the observation

Time: Whenever the teacher and the observers are free.

Location: School's ELIC office

B. Observation note

T: OK. Take out your exercise book and let's do your previous home work.

Ss: Were taking out their exercise books.

T: 'Who try the first question'?

S1: 'Because to protect his body

T: Good. First read the question. Then, read the answer.

S2: 'Why did Mondri want to learn karate?

- To protect himself.

T: Very good. Another student... (Went on like this up to question number 10)

T: (finally) asked the students, who tried to give answers to get up, asked their roll number and record (the whole process of the home work activity took 20 minutes of the class time). Then T. asked the students to do exercise 5 on page 51. It was to agree or disagree with the given statements and why. Ss. were asked to sit in their groups and work together;

T: 'Say I agree because...' or 'I disagree because...'. Use English in your discussion.

T: (after sometime) 'Let's do it together'... Group 1

G1: (The leader) 'agreed because karate is useful in protecting our body'.

T: Good. Clap your hands for this group.

Ss: Clapped their hands.

T: Ok. Group 2

G2: (not ready)

T: Group 3 (went on like this until every group i.e. group 14 tried).

T: Do activity 6 on page 51 as your home work. (*Class ended*)

C. Post observation meeting note

CS: What did you want to achieve during this lesson?

T: I wanted the students to agree or disagree with a given premises. At the end of the lesson, the students might know how to agree and disagree with ideas.

CS: Did you achieve your objective?

T: Yes. The students were practicing agreeing and disagreeing. Many students were tried to agree and disagree with the given ideas.

CS: How did you become successful? What helped you to achieve your objective?

T: I formed groups and gave responsibility for group leaders to control and lead the participation of each group member. The groups were not tentative. They are functional throughout the academic year. This in turn may help me to have contact with group leaders every time and informed about the performance of group members. It will also help me to give supplementary material to my students through group leaders (giving the responsibility of the materials to the leaders).

CS: You were also observed asking roll number of the students who tried to answer questions. Why was that?

T: I gave them marks. We agreed that whenever they tried to answer questions, they will get some marks (which is part of their class activity). As you could see, it increased participation.

CS: Good. I also observed that you did not correct the students' mistakes. You said 'good', 'very good', etc. whenever they tried, and finally, you gave the correct answers for all questions. Why did not you give the correction immediately? Don't you think that the students may consider their errors as correct forms?

T: You told me this last time. I devised a technique for that. If I give immediate correction, it may discourage them and the students may prefer to keep quite. So, I gave the correction in the end and instructed them to check their answers.

CS: Good. What if the student did not recognize his/her errors? Because there was a considerable gap between his/her response and your feedback.

T: I told them to check their answers.

CS: Yes. You said that. But what I want to say is that in case there is a time gap between the students' errors and your correction, there is a little chance for the student to remember his/her own errors. What if you give the correction after two or three students tried the same question?

T: Well, This sounds good. I will try it next time.

CS: If you have given a second chance to teach the same lesson again, would you make a change?

T: I think I will make some changes.

CS: What are the possible changes?

T: When I watched the video, I observed that I took much time on one exercise. And I also took much time when taking the record of students that participated. I will manage my time by asking the student's roll number before answering the question and I will only give chance to two students to try one question. If they fail to give the correct answer, I will give the correction immediately.

CS: Thank you very much. Do you have any question or comment before we close our discussion?

T: I have no question. My comment is that please; continue this observation and feedback. Please mention its importance to the school administration.

CS: Thank you very much for your time and your commitment.

Teacher Code 05

Observation session I

Name: Teacher: 05

Observation Date: 30/02/05 **Observation time:** 2nd period (afternoon shift)

Location: School 2 **Class:** 9

Topic: Future possibility

A. Classroom observation notes

T: Good after noon.

Ss: Good after noon teacher

T: Wrote 'Future possibility', and said take out your exercise book and write the following notes. She was copying a note on *Going to, May or Might* from the students' text book

Ss: were copying.

T: Have you finished?

Ss: some said 'yes' some said 'no'

T: Ok: We use 'going to' when we have a clear plan... (Explained going to, may, might by reading the notes from the black board. She used Amharic now and then in her explanation).

Ss: Were listening.

T: Now, copy down this and write your own sentences (she copied the table from page 27 of the students text book and write six sentences).

I		visit	Awassa	my	friend..
He		Travel to	Makele	his	aunt.
She	is	Write to	Tigray	Her	grand. parents.
You	are	Going to	Stay with	Aksum	Our cousins.
We	am	Stay in	Bahir Dar	Your their	pen friend.

Example:

We are going to stay in Aksum with our cousins.

T: Was moving around the class while students were trying to construct the sentences.

T: have you finished?

Ss: No.

T: Ok. You can try now. Ok. Who can try?

S1: He travel to Makele his aunt.

T: Good, another student?

S2: She is write to Tgray her grandparents.

T: She is goig to write Tigray her grandparents. Ok. Another?

S3: You are going to stay with Aksum our cousins.

T: Good, another ... (continued like this until the drill was over).

T: Now write the sentences using may or might.

Example:

We might stay in Aksum with our cousins.

Class ended just after the instruction.

T: Ok. It is enough for today. We will do this another time.

Observation session II

Name: Teacher: 05

Observation Date: 07/03/05 **Observation time:** 2nd period (afternoon shift)

Location: School 2 **Class:** 9

Topic: Asking Politely

A. Notes for pre-observation meeting

Description of Room: classroom full of students sitting on a fixed desk. Not clean and lively. No posts, pictures, etc on the wall.

Description of Students: As they are in grade 9, they are new to the school. Many are coming from the rural area with poor language command. They prefer using their mother tongue during class discussion. Textbooks were given one for three but most students were not willing to bring their textbook. So, it is very difficult for the teacher to give a class work from the students' text.

Class topic: Asking Politely

Objective for the session (What will the students be able to do/know by the end of the session?):

1. Ask for directions politely

Teaching Strategies? (What strategies/methods will you use to help the learners to reach this objective?):

1. Introducing useful phrases with examples
2. Giving notes
3. Giving exercises (giving directions of the given destinations)

Assessment Tool(s) (How will the students show that they know and can do what you expected of them?): The objectives of the lesson will be addressed if majority of the students are able to ask for directions politely.

Instructor Concerns/Focus (What would you like the observer to pay special attention to?): Presentation (Methodology) and classroom management

Post-Observation Conference: Date: Immediately after the observation

Time: Whenever the teacher and the observers are free.

Location: School mini-media

B. Observation note

T: Before we start our today's class, what did we do in the previous class?

S1: Giving Directions

T: What are the ways of expressing direction? What expressions do we use when we ask about direction?

S2: Excuse me...

S3: Do you tell me...

S4: Can you tell me...

S5: Which way is better...

T: What are the responses?

S1: Yes. It is

S2: Yes. It does.

T: They are positive. Who can tell me the negative?

S1: No it is not

T: Good. Then, she wrote today's topic 'Asking Politely'. She instructed the students to open their exercise books on page 25.

T: when we ask for information or for help, we can use two ways. These two ways are polite and non-polite. For example, 'Where is the bus stop?' 'Could you tell me where the bus station is?'

T: Which of these two are polite?

S1: The second.

T: Why?

S2: because 'could you' is polite.

T: Yes. The second is polite because there are polite words.

T: a) Does the bus to Werder leave from here?

b) Do you know if the bus to Werder leaves from here, please? Which one is polite?

Ss: The second one.

T: Yes. It uses polite words (she underlined 'please')... by the way, polite questions are direct questions and non polite questions are indirect.

T: was writing a note from the students' textbook while students were copying.

T: Explained the note and gave exercise 2 from page 26. She did the first two as examples. She instructed the students to work individually or in pairs.

Ss: Were working per the instruction.

Class ended

C. Post observation meeting note

CS: What do you want to accomplish during this lesson?

T: I wanted to teach polite questions. The students were practiced asking for help/ direction politely. This was done by comparing the polite question with the non-polite question.

CS: Ok. What do you remember about what you did or the strategies you used?

T: I gave them notes and explained the notes; I also gave them examples. After my explanation, I gave them an exercise.

CS: Did you meet your objective?

T: I think so.

CS: Your objective was to make the students ask for directions politely. So, do you feel that your students could ask directions politely?

T: Yes. Some students did, but not many.

CS: So, you wrote on your plan that your objective will be achieved if the majority of the students ask for direction politely. Am I right?

T: Yes.

CS: So, did you achieve your objective accordingly?

T: You know many of the students have poor background. They are from rural areas. So, they are very shy to speak in English.

CS: Don't you think that it is our responsibility to enable/motivate our students use the target language?

T: Yes, I know it is my responsibility. I usually tried to motivate them.

CS: How?

T: I usually give bonus marks for those who participate.

CS: Why bonus marks? Why don't you assign marks for their class participation?

T: Ok. I think that is what I mean by a bonus mark.

CS: Alright. The other thing is... What if you give them more practices? For example, one student asks for direction while the other one gives direction, etc.?

T: Well, it is possible.

CS: By the way, why did you use 'Warder' in your example? Do you know where it is?

T: (laughed). I don't know. I gave them because it is in their text book.

CS: The text book is nationwide. Don't you think that you are expected to adapt some local situations?

T: well. All teachers use the book as it is.

CS: How do you know? Let them use, but don't you think that you need to be creative?

T: OK. As I am a beginner, I will try to be creative in the future.

CS: If you have given a chance to teach the same lesson again, what would you change?

T: I will make changes per our discussion. I will give them more practice in the form of pair work in which one student asks and the other replies...

CS: Do you have any question or comments on our meeting?

T. No

Observation session III

Name: Teacher: 05

Observation Date: 14/03/05 **Observation time:** 2nd period (afternoon shift)

Location: School 2 **Class:** 9

Topic: The Present Perfect Tense

A. Notes for pre-observation meeting

Description of Room: classroom full of students sitting on a fixed desk. Not clean and lively. No posts, pictures, etc on the wall.

Description of Students: As they are in grade 9, they are new to the school. Many are coming from the rural area with poor language command. They prefer using their mother tongue during class discussion. Textbooks were given one for three but most students were not willing to bring their textbook. So, it is very difficult for the teacher to give a class work from the students' text.

Class topic: The Present Perfect Tense

Objective for the session (What will the students be able to do/know by the end of the session?):

1. Use the present perfect tense

Teaching Strategies (What strategies/methods will you use to help the learners to reach this objective?):

1. Explain the form of the simple present tense
2. Explain the use of the present perfect tense
3. Exercises on changing verb forms (infinitive ____ simple past ____ past participle) and construct a present perfect sentence.

Assessment Tool(s) (How will the students show that they know and can do what you expected of them?): The objectives of the lesson will be addressed if majority of the students are able to change the verb forms appropriately and construct their own present perfect sentences.

Instructor Concerns/Focus (What would you like the observer to pay special attention to?):
Presentation (Methodology) and classroom management

Post-Observation Conference:

Date: Immediately after the observation

Time: Whenever the teacher and the observers are free.

Location: School

B. Observation note

T: Before we start our today's lesson, what did we do last period?

Ss: Raised their hands

T: Ok. You.

S1: going to, has/have

T: For what purpose do we use 'going to'?

Ss: Future plan

T: yes. We use 'going to' to express future plan or if we have a plan to do something in the future. When do we use 'has/have'?

S1: present perfect tense.

T: For what purposes do we use has/have?

Ss: kept quite

T: Ok. Open your text book on page 30... What is the form of the present perfect tense?

S: has/have + V3

T: Ok. We use the present perfect tense for many purposes. Can you tell me some?

S: It used to... perfect.

T: To describe an action which begins at sometime in the past but we don't know exactly when.

Example:

1. She has already arrived (the action is finished but we don't know the time).
2. He has lost his pen (in this sentence the time is not expressed).

We use 'has' only for third person singular and have for plural and first person singular.

He/She/It has..... I/we/ You/ They have.

T: Open your textbook on page 30, Write the past tense forms of the given verbs (lose, ask, make, clean, play, feed, ring, fall...)

T: What is the simple past forms of 'lose'?

S: lost

T: Ask

S1: Asked

T: Why we do not add '-ed' on the first (lost)? What is the difference?

Ss: Keeps quite for a long time.

T: Ok Biru.

Biru: 'lost' is the form of the simple present and 'asked' is the form of past.

T: Ok. 'lost' is irregular but 'ask' is regular

e.g. Want_____ wanted

eat_____ eaten. Why not '-ed' in the second?

S1: because it is irregular.

T: Ok. In groups, do the exercise on page 30.

e.g. eat--- ate---has/have + V3

eat---- ate---- eaten

She has eaten her breakfast.

C. Post observation meeting note

CS: What do you want to achieve during the lesson?

T: Well. I wanted to teach the present perfect tense.

CS: I enjoyed your teaching. Did you meet your objective?

T: I tried, but... the students were not good.

CS: Why?

T: because of their background. They are not good language learners. They do not understand even the instruction unless you translate it.

CS: Well. May be you are right. But are we (as teachers) not expected to encourage our students to practice the target language regardless of their background?

T: Yes. We have to. But it is difficult.

CS: Your objective was to make your students use the present perfect tense. Am I right?

T: Yes.

CS: Did you achieve it?

T: To some extent.

CS: I mean, did your students wrote or spoke using the present perfect tense?

T: I gave them a home work to write their own sentences using present perfect tense.

CS: Ok. I think home work is given as a follow-up activity. And a follow-up activity is the activity that may help students to enhance their classroom practices (as the extension of their classroom practice...), not as a substitute of the classroom practice.

T: Yes. But, I did not get time for much practice.

CS: What about time management?

T: Yes. It is important but sometimes difficult.

CS: But I think practice is very important in a language classroom.

T: I know.

CS: When teaching the present perfect tense your focus was mainly on its form. What was your reason?

T: I just followed the text book. The text book gave the form of the present perfect tense on page 30 and I did the same.

CS: Yes. I looked at the students' text. I think the language focus of the unit started on page 29 (Going to, has/have). The text book put the practice at the beginning and the grammatical information in the end. So, I think the intention of the text book writers was to teach page 29 and 30 in one period. Am I right?

T: Yes. But my students could not learn all these in one period.

CS: Why?

T: Because of their background. Majority of them are slow learners.

CS: Ok. But, instead of dividing one lesson in to two or three parts, can't we minimize the difficulty level of the exercises?

T: But, I was teaching according to the text book.

CS: yes. But if the exercise of the text book is difficult for the students, teachers are expected to design simpler (to the linguistic competence level of their students) exercises without fully ignoring the exercises on the text book? Don't you think that flexibility is necessary?

T: It is necessary but we are expected to finish the text book.

CS: Yes, I know. You are expected to cover the text book. But I don't think you are expected to work each and every activity on the text book. You, as a good language teacher, are expected to be creative. Don't you think?

T: Yes. What if the school administrations do not allow me to bring other activities to the classroom?

CS: I don't think they force you to stick to the text book to that extent. If so, you should defend your professionalism. Your creativity as a language teacher for the sake of facilitating language learning should be accepted.

T: Ok. I will try.

CS: If you have given a second chance to teach the same lesson again what would you change?

T: I will make some changes.

CS: Can you give me some examples?

T: Yes. For instance, I used much time on explanation of the form of present perfect tense, not on practice. So, I will minimize explanation and use more time for practice.

CS: Thank you for this valuable discussion. Do you have any question or comments?

T: Thank you. I have no question.

Observation session IV

Name: Teacher: 05

Observation Date: 21/03/05 **Observation time:** 2nd period (afternoon shift)

Location: School 2 **Class:** 9

Topic: Reading: Welcome to Ethiopia

A. Notes for pre-observation meeting

Description of Room: classroom full of students sitting on a fixed desk. Not clean and lively. No posts, pictures, etc on the wall.

Description of Students: As they are in grade 9, they are new to the school. Many are coming from the rural area with poor language command. They prefer using their mother tongue during class discussion. Textbooks were given one for three but most students were not willing to bring their textbook. So, it is very difficult for the teacher to give a class work from the students' text.

Class topic: Reading: Welcome to Ethiopia

Objective for the session (What will the students be able to do/know by the end of the session?):

1. Describe some photographs of places in Ethiopia

Teaching Strategies (What strategies/methods will you use to help the learners to reach this objective?):

1. Reading the travel article and write notes under the given headings
2. Working in groups (working in groups to identify the part of the reading passage of the unit that they have found most informative and why?).

Assessment Tool(s) (How will the students show that they know and can do what you expected of them?): The objectives of the lesson will be addressed if majority of the students are able to read and comprehend, or do the given activities correctly.

Teacher Concerns/Focus (What would you like the observer to pay special attention to?):

Presentation (Methodology) and classroom management

Post-Observation Conference: Date: Immediately after the observation

Time: Whenever the teacher and the observers are free.

Location: School mini-media room

B. Observation note

T: 'Last period, we read a passage on the Simen Mountains and did exercises related to the passage. Today, we are going to read another passage entitled: "Welcome to Ethiopia".

T: 'What is the introduction part of this passage?'

Ss: Two students raised their hands.

T: 'Ok, you.

S1: Read the first paragraph.

T: 'Be in your groups and do activity 2 on page 34. Do it while reading the passage on page 33'

Ss: Were working in their groups.

T: Was moving around the groups.

T: 'Have you finished? Raise your hands if you have finished.'

Ss: A few students raised their hands and read their notes.

T: Took much time when giving summarizing the activity (took 15 minutes of class time)

T: 'Do activity 3 on page 34 in your groups'.

Ss: were discussing in their groups.

T: (after five minutes) asked the students to report the result of their discussion.

Ss: kept quite.

T: Anyone... Ok, Selamu.

Selamu: mentioned the part of the passage which he has found informative.

T: Very good Selamu. Another student please,... Edomiyas,

Edomiyas: mentioned another part of the passage that he and his group members have found informative.

T: 'Very good. Now, go to page 35. 'Speaking: Pronunciation of endings'. she taught the regular past simple endings -d or -ed.

T: pronounced the verbs in each of the three groups: group 1 /t/, group 2 /d/, and group 3 / id/. she instructed the students to pronounce the verb endings after her in chorus, and then individually.

Ss: Many of students faced difficulty in identifying and correctly pronouncing the verb endings.

T: Then, gave exercise 2 on page 35 as a home work.

C. Post observation meeting note

CS: Welcome to this discussion session. Today, we are going to watch the video record of your previous teaching and discuss on some aspects of your teaching. Unfortunately, the video-record lacks clarity and the teacher's voice is not clearly audible. Due to this, I preferred to present detailed description of your teaching from my field note as a supplement. So, before we proceed your questions and/or suggestions are welcome.

T: No problem. We can proceed as you suggested.

CS: Thank you. Look at the video recorded lesson as you can. I will supply the missing part with detailed description of the observed lesson from my field note.

T: Ok.

CS: Started the video.

T: Watched the recorded lesson.

CS: (after sometime) read the detailed account of the observed classroom from his field notes to supplement the video as the recording was not complete due to battery loss.

T: Listened attentively and took notes.

CS: (after finishing his narrative) Do I capture everything or I lost some?

T: You captured every detail in sequence. You missed nothing.

CS: Thank you. If so, let's start our discussion. Are you ready for it?

T: I am ready.

CS: Good. What do you feel about your lesson? Did you achieve your objectives?

T: I think so.

CS: Your objective was to describe some photographs of places in Ethiopia. Am I right?

T: Yes.

CS: So, did majority of your students describe the photographs of the places?

T: Well... it is difficult to say.

CS: Why?

T: Not majority, but some students tried.

CS: So, did you achieve your objective?

T: "well... it is difficult to say as the majority did not do the given activities correctly, but as they were working in groups and the group leaders represented their members, I can say 'yes I achieved'."

CS: But, only two group leaders were responded. How many members did they represent?

T: Ok. They were only two... but you see... I should manage my time. I only gave chance for only two groups. After that, I gave them another activity... I did this just to manage my time.

CS: Ok. Yes, you moved from activity 2 to activity 3, and then to another activity on 'pronunciation of endings'. Am I right?

T: yes.

CS: do you think you made smooth transition? I mean did you pass from one activity in to another by closing the previous lesson smoothly? Etc.

T: I think so.

CS: Ok. Do you think the topic on the ‘pronunciation of endings’ is relevant to your plan (pre-observation plan)?

T: Well, I included it was because I had enough time to do it.

CS: I see. But you had already mentioned that you gave chance only for two group leaders because you want to manage your time. If I were you, I would give more time for the students to practice activity 2 and 3 which are based on the reading passage. By doing so, I could achieve my objectives (because majority of the students may get chance to participate). Don’t you think so?

T: Well you are right. But I am expected to finish the text book.

CS: Well, which is your priority? Teaching the students to use the language or to cover the text book?

T: My priority should be to teach my students to use the language. But, the department and the school want me to cover the portion.

CS: Yes. But you can cover the text book using different mechanisms like arranging make-up classes, giving assignments...

T: Well... I will try.

CS: If you have given a second chance to teach the same lesson, would you make some changes?

T: I will teach it differently. I will include all the points we raised today.

CS: What are the points that you want to include?

T: Focusing my teaching on the reading activities only, giving much time for the groups to participate, etc.

CS: Thank you for your time. If you have any questions or suggestions you are welcome.

T: Thank you. I have no question. .. It is good if this chance is given to other teachers of our department too.

Teacher 06

Observation I

Name: Teacher: 06

Observation Date: 30/02/05 **Observation time:** 4th period (afternoon shift)

Location: School 2 **Class:** 9

Topic: Expressing obligation or necessity

A. Classroom Observation notes

T: Take out your exercise books and do exercise 1 on page 13.

Ss: Took out their exercise books and their text books. Many students gathered around a text book (only a few students have text book)

T: was moving around the group for sometimes and then, wrote the title 'Expressing obligation or necessity/. Then, she was copying the notes from the students' text (page 13).

T: After copying the note, the teacher tried to explain the note (she read the note with examples. She frequently used Amharic in her explanation).

Ss: were copying the notes.

T: Ok. If you have finished exercise one raise your hands.

Ss: Nobody rose.

T: Ok, anyone?

S1 (hesitantly rose his hands). Ok, you.

S1: 'Must' is it is necessary, you have no choice.

T: good. Another?

S2: 'Mustn't' is It is not a good idea.

T: No. 'Mustn't' mean it is not allowed, it is forbidden. Any other'? (it went like this until the exercise was completed.

Class ended before completing exercise 1

Observation II

Name: Teacher: 06

Observation Date: 07/03/05 **Observation time:** 4th period (afternoon shift)

Location: School 2 **Class:** 9

Topic: Speaking: Asking Politely

A. Notes for pre-observation meeting

Description of Room: classroom full of students sitting on a fixed desk. Not clean and lively. No posts, pictures, etc on the wall.

Description of Students: As they are in grade 9, they are new to the school. Many are coming from the rural area with poor language command. They prefer using their mother tongue during class

discussion. Textbooks were given one for three but most students were not willing to bring their textbook. So, it is very difficult for the teacher to give a class work from the students' text.

Class topic: Asking Politely.

Objective for the session (What will the students be able to do/know by the end of the session?):

1. Ask for directions politely
2. Give directions to places on a map.

Teaching Strategies (What strategies/methods will you use to help the learners to reach this objective?):

1. introducing the common phrases of polite questions
2. helping students to practice asking for directions politely.
3. Practicing to tell directions of places on a map.

Assessment Tool(s) (How will the students show that they know and can do what you expected of them?): The objectives of the lesson will be addressed if majority of the students are able to ask politely about directions of the given places and when they can tell directions of places politely.

Instructor Concerns/Focus (What would you like the observer to pay special attention to?):

Presentation (Methodology) and classroom management

Post-Observation Conference: Date: Immediately after the observation

Time: Whenever the teacher and the observers are free.

Location: School mini-media

B. Observation note

T: Wrote the topic of the day's lesson '*Speaking: Asking politely*', and wrote example questions from the students' text book. She explained polite ways of asking using these examples.

- Where is the bus stop?
- Could you tell me where the bus station is?
- Does the bus to Werder leave from here?
- Do you know if the bus to Werder leaves from here, please?

T: (after sometimes) 'Open your text book on page 26 and work in small groups to ask for directions'. The teacher did the first one as an example:

'Do you know how to get to the secondary school, please?' Now do in the same way.

T: was moving around the class and grouped students (three students in one group) and gave them group numbers.

Ss: Were working in their groups

T: (after about 10 minutes) 'Time is up!' Group 1: 'how do we ask the direction of the market?'

Ss: (including group 1) kept quite.

T: Ok. 'This group, (pointing at the group members) try'

G2: (one member stood up) 'Could you tell me please the hospital?'

T: Could you tell me the way to get the hospital?

G2: (the same student) 'Please tell me the Manchester of Stadium'

T: Please tell me the Manchester stadium... I think...Ok. Sit down... Any other group?

G3: (one member) 'Could you tell me the way I get the market, please?'

T: Please tell me the way I get the market... good. Any other group? This group...

G4: (One member) 'Do you tell me the way I get the market please?'

T: Could you tell me the way I get the market please?

G4; (the same student) 'Could you tell me the way I get the stadium?'

T: Could you tell me the way I get the stadium, please?

G4: (the same student) 'Could you tell me the way I get the hospital, please?'

T: Good. Sit down. Another group?

G5: Could you tell me where the way I get the hospital?

T: Could you tell me where I get the post office?

G5 (the same student) 'Could you tell me where I get the stadium please?'

T: Could you tell me the way I get the stadium, please? Good... thank you.

G5: (the same student) 'could you tell me where Ogoba's stadium?'

T: Could you tell me the way where the bus station is... any other group?

G6: (one member) 'could you tell me the... could you tell me to get the market?'

T: Could you tell me the way to get the market?

G6: (the same student); could you tell me the way to get the hospital?

T: Could you tell me the way I get the hospital, please? Ok... another group... Ok Mehari.

(Two students stood up; Mehari asked for direction and the other student gave direction)

Mehari: Could you tell me where the hospital is?

Mehari's friend: Yes of course. Go to straight and across the road of the lakes

T: Yes. Good.

Mehari: Can you tell me where is the market?

Mehari's friend: go to two straight lines across the left on the right side.

T: It is on the right side... Ok. Another group.

G7: (one member) 'Could you... tell...me the way.. I get... the bus station?

T: Could you tell me the way I get the bus station, please?

G7: (the same student) 'Could ... you ... tell me ...the way..to the ... market...please?

T: ... the way I get the market please?

G7; (the same student) 'Could you tell me the way I get hospital, please?

T: Could you tell me the way (say way) I get the hospital please? Ok...another.. group 1

G1: (one group member) 'could you tell me where the hospital, please?'

T: Could you tell me where the hospital is, please?

G1: 'Could you tell me where the market, please...any other... Ok. Follow please. 'How you give the answer to give the direction.

'When we give the direction, we use some phrases, for example: 'yes of course, on the left side, on the right side, etc.' Look at page 24.

T: Read the instruction; "Listen to the people at the railway station asking where these places are. Find each place on the post office map, and then write down the number or letter representing the building in your exercise book".

T: Read from teachers' book two times while students were listening and trying to find the places on the map.

T: Look at you map. I am going to read again (for third time). T. read while students were following. In the end,

T: Which number represent stadium?

Ss: Three.

T: No. 3 represent stadium. Which number represents the bus station?

Ss: Number two.

T: Which number represents Half Moon Hotel?

Ss: 4

T: It is not number 4

S1: number one

T: post office

Ss: Number 5

T: Bank. Which number represent bank?

Ss: Number 4

T: It is number 4... That's all about.

T: Exercise 2 and exercise 3 will be your home works.

C. Post observation meeting note

CS: Hello. Thank you for coming. Today we are going to describe the detailed account of the lesson observed and we will discuss on it. Before we start reading the description, you can ask whatever you want to know about the purpose and the procedure of our discussion.

T: Thank you I have no question now.

CS: started the reading the description

T: listened attentively and taking notes

CS: (after the lesson description was over), " How do you think the lesson went?

T: Good... I think it was good.

CS: What do you remember about what you did or the strategies you used?

T: Ok... the procedures... or... what? I don't understand.

CS: I mean what strategies did you use to achieve your objective?

T: Ok. I explained the lesson for the students...then I gave them practices in group. After that, I asked each group to ask direction politely... and so on.

CS: Good. So, did you meet your objectives? Remember your objectives were enabling your students to ask for directions politely and to give directions to places on a map.

T: Ok. I tried

CS: You tried or you achieved?

T: I achieved but not perfectly.

CS: Why?

T: Because of my students' background.

CS: Whatever the background of your students was, did you make majority of your students to ask for direction politely and to tell the direction of places on a map?

T: I tried... and some students could.

CS: Ok. Let's discuss on your procedures. First you explained the phrases that would help the students to form a polite request. Then you asked them to be in groups of three and practice asking politely... After sometime, you asked them to read their polite questions to the class... Why did you grouped them in three's while only one member of each groups were observed reading their polite questions?

T: They were group leaders. They represented their group members.

CS: The activity was to construct polite questions for asking directions (question with no response). Do you think it (the activity) facilitates interaction among group members?

T: Yes. Group work is student centered.

CS: I think, we form groups for a purpose and that purpose is to encourage interaction among the group members. To do so we not only need groups but also meaningful activities that can involve each member and foster interaction (cooperative learning). How do you evaluate your grouping from this angle?

T: Ok. I grouped them in case they help each other. But... yes. The task was individual.

CS: What if we shape the activity? Don't you think that it was interactive if it was done in the same way that Mehari and his friend were trying to do? If it was a pair work in which one student asked for direction politely and the other student replied politely...

T: yes. But the text book did not ask the students to respond... only to ask politely.

CS: But I found the text book; it said "work with a partner to ask polite questions to ask for directions to the following places." I think it was planned to be done in pairs (and possibly with a response) in the form of conversation.

T: Ok. I didn't see it that way.

CS: The other thing was... some students were forming structurally wrong questions. But you were not observed correcting their errors intentionally. You just gave the right questions without signaling that the students were making mistakes. Why not you made them aware of their mistakes?

T: My fear was not to discourage them.

CS: There are different ways of error correction without affecting the students feelings (for example repeating the student's mistakes in order to make the student ware of his/her mistakes and give him/her a chance to self correct; or you can just say 'say this... don't say this..., etc.)

T: Ok. I tried to give the correct form as an error correction.

CS: Yes, you did. But didn't you observe that the same student repeat the same mistake after your corrected his/ her first response? For example, Look at the response of each group leader. They usually commit the same mistake though you gave the correct form now and then.

T: Ok. What shall I do? I was trying not to discourage them.

CS: I know. But, I think you have to correct their mistakes with their knowledge. You can repeat their mistakes (to make them aware of their mistakes and correct by themselves), or you can Invite other students for correction... by saying he said 'where can I get the Manchester of stadium... who is going to help him? Then another student or himself may give the correction, etc.

T: Ok. I will try.

CS: I appreciate the efforts made by some of your students. For instance, a student that represent Group four said 'could you tell me where Ogoba's stadium?' Apart from his structural error, this boy tried to ask about the local place. The place that many students were familiar with. What do we learn from this?

T: Ok. I just focused on the text book. But what he did was good.

CS: Yes. It was very good. They feel free when they speak about something that they are familiar with. So, don't you think that students are more comfortable to speak, read, listen, or write about things that are familiar to them?

T: Yes. I think it is good. But what can I do? I am expected to teach the text book.

CS: Yes. But, I don't think you are expected to teach the text book word for word. You can be creative based on the text book. Don't you think that a good language teacher is flexible and creative? You can use the text book as a guide line and develop your own activities. You have to develop activities that are based on your students' interest and experiences.

T: Is it possible to leave the text book?

CS: No. I am not saying that. What I want to say is that... you can adapt a material similar to that of the text book's material but different in some aspects. For example, in your observed lesson, instead of using the map on page 24 as it is, you can draw a map of certain places in Hawassa. By doing so, you are not violating the text book, but you are contextualizing it. You are making the practice more meaningful because your students are practicing to ask for and give directions for the places they are familiar with.

T: OK. I understand.

CS: The effort made by Mehari and his friend was also a good example on this issue. The other point worth mentioning from your students efforts was the question formed by a student representing group 2; he said ‘Please tell me the Manchester of Stadium?’ This shows his need. He wants to talk about football than other things. Don’t you think that we will be fruitful if we base our teaching on our students’ need?

T: Yes.

CS: Good, one final point. I f you have given a chance to teach the same lesson again what would you change?

T: I will change many things based on our discussion.

CS: Can you give me some examples?

T: I will draw the map of Awassa and base my teaching on it; I will also make the first exercise (i.e. exercise 2) a pair work and asked my students to ask for and give direction, etc.

CS: Thank you very much. If you have any question or comments you are welcome.

T: Thank you. I have no question.

Observation session III

Name: Teacher: 06

Observation Date: 14/03/05 **Observation time:** 4th period (afternoon shift)

Location: School 2 **Class:** 9

Topic: Going to, has/have

A. Notes for pre-observation meeting

Description of Room: classroom full of students sitting on a fixed desk. Not clean and lively. No posts, pictures, etc on the wall.

Description of Students: As they are in grade 9, they are new to the school. Many are coming from the rural area with poor language command. They prefer using their mother tongue during class discussion. Textbooks were given one for three but most students were not willing to bring their textbook. So, it is very difficult for the teacher to give a class work from the students’ text.

Class topic: Going to, has/have

Objective for the session (What will the students be able to do/know by the end of the session?):

1. Construct sentences with going to, has/have
2. Identify when to use going to, has/have

Teaching Strategies? (What strategies/methods will you use to help the learners to reach this objective?):

1. look at the pictures (1-6), and construct similar sentences for picture 7,8,and 9.
2. Complete sentences with going to, has/have
3. Construct their own sentences using going to, has/have.

Assessment Tool(s) (How will the students show that they know and can do what you expected of them?): The objectives of the lesson will be addressed if majority of the students are able to do the given exercises.

Instructor Concerns/Focus (What would you like the observer to pay special attention to?):

Presentation (Methodology) and classroom management

Post-Observation Conference:

Date: Immediately after the observation

Time: Whenever the teacher and the observers are free.

Location: School mini-media

B. Observation note

T: What did we discuss yesterday?

Ss: Bale Mountain

T: Yes. We did activities related to the topics you mentioned. Today, we are going to the verb forms on page 29. 'Going to, has/have'

T: read the script under each picture (page 29) and asked students which tense is it. T. Wrote the following:

1. She is going to sow the seeds in the pot.
2. She is sowing the seeds in the pot.
3. She has sown the seeds in the pot.

Then he wrote:

1. Go, went, gone
2. Work, worked, worked
3. Cut, cut, cut
4. Walk, walked, walked

T: Then, asked which of these verbs were regular and irregular.

Ss: a few students raised their hands.

T: Ok you.

S1: 'work' is regular and 'go' is irregular.

T: said 'good' and then explained the rest. T. Lectures and students listen to the grammar lecture. After lecturing on the regular and irregular verb forms, the teacher instructed the students to be in small groups, read about pictures 1-6 and write sentences about pictures 7-9 accordingly (page 29).

Ss: were chatting in their groups. They were noisy.

T: Instructed students to keep quite time and again.

T: 'Raise your hands if you have finished'.

Ss: a few students raised their hands.

T: gave them chance to give their answers. She supported them when they made a mistake.

T: then, instructed students to construct their own sentences using 'going to, has/have' and moved around. It was given as individual task. T: was correcting the students' exercise book when they had finished. She did this for the remaining 15 minutes

C Post observation meeting note

CS: Thank you for coming. I really enjoyed your teaching last period.

T: Thank you.

CS: 'Now you are going to watch the video record of your lesson. Watch it and be ready for the discussion then after. You can pause it, rewind it etc. From now on it is under your control'.

T: Ok. I am happy to see my video.

CS: Opened the recorded lesson for the teacher.

T: watched it until it ended.

CS: have enjoyed it? Shall we start our discussion?

T: Wow, Interesting. Yes.

CS: What is your general comment on your teaching? What do you feel when you watched it?

T: you know... it was good...but the students were noisy... I am sorry the students of this particular class were not good...

CS: They were not that much problematic. I have enjoyed the class. What else did you observe?

T: I could not keep them silent.

CS: what about the lesson? Are you happy in the way you taught?

T: You know... my teaching might have some problem... but I am ready to learn

CS: good. You started your lesson by introducing 'going to, has/have. Am I right?

T: yes.

CS: when doing this, you read the script under each picture on page 29, and asked students 'what tense is it?' what is the purpose of this activity? What was in your mind when you asked about the tense of each sentence?

T: To teach the differences of the three verbs.

CS: What three verbs?

T: Going to, has/have.

CS: Do you think they are different due to their tense?

T: Yes.

CS: If so, let's see the example sentences you gave from the text book:

- a) She is going to sow the seeds in the pot.
- b) She is sowing the seeds in the pot.

What is the tense difference? Is it important?

T: 'Yes. The first is a future tense and the second is present continuous'.

CS: Is it not possible to talk about future by using the present continuous tense as 'I am going to visit my parents next week?'

T: it is possible. I asked them to tell me the tense because I know they have problems on tenses.

CS: Do you think this is the right topic to teach English tenses?

T: No... I did it because I feel it was good reminding them about tenses.

CS: What do you think was the purpose of teaching these three forms (going to, has/have)?

T: To use them.

CS: Use them in what or as what?

T: in speaking or writing... as different forms.

CS: Look at the example sentences and their pictures (she is going to sow..., she is sowing... she has sown...). Don't you figure out a sequence of actions were expressed? /First, she decides/plans (going to sow) to sow ... Then, on the way of implementing/ doing (is sowing) ... After this, she has performed/completed sowing (has sown)...? And these sequences were expressed in sequentially numbered pictures.

T: well... I did not understand it in this way... you see... this the help I was talking about.

CS: Why did you teach these sequences differently (i.e. instead of teaching 1,2,3,4,5,6,7, 8,9 horizontally and orderly, you grouped numbers 1,4,7 together, 2,5,8 and 3,6,9 together and taught accordingly?

T: Because the grouped numbers had the same tense. 1, 4, 7 (going to), 2, 5, 8 (present continuous), and 3,6,9 (present perfect tense).

CS: So is it possible to say that your teaching was 'form focused'?

T: As I told before, my understanding was that they are all about tenses... but now I understand it differently.

CS: How?

T: As it is about the sequence of events... they used to tell sequences.

CS: Is it possible to say that they meant for function as well as form?

T: yes.

CS: Ok. In the mean time, you were observed teaching the regular and irregular verb forms. Why? It was not on your plan. What initiated you to teach it?

T: As I mentioned earlier, my overall understanding of the activity was associated with verb forms/tenses. So, while I was explaining about present perfect tense, I feel that the students had problems with these forms....

CS: Alright. But you took much time when teaching it though it was not your main lesson.

T: Yes... because as you saw... many students did not know regular and irregular verb forms.

CS: Yes. Everybody may have a gap in this area (regular and irregular verb forms) as they are difficult to master. Unless telling to your students as a certain verb form is regular or irregular, can you give specific rules that may help them to identify the forms appropriately?

T: Very difficult... I don't think one can give.

CS: Good. So, why do you waste your class time on them? If you ask me about my experience, I usually tell my students to look at these forms in a dictionary or at the back of some grammar books (even at the back of their English text book). I usually tell them they will be familiar to many of them when they experience them. They learned through experience.

T: OK.

CS: Did you achieve your objectives for the observed lesson?

T: Yes to some extent... my objective was to make students write their own sentences using 'going to', has/have'. So, some students did it.

CS: If you have given a chance to teach the same lesson again, what changes would you change?

T: I will teach it differently... because I learned a lot of things from our today's discussion.

CS: Were you satisfied with your classroom management skills?

T: As I told you... the students in the observed class were not good. They were not disciplined.

Due to this, I don't think I was successful.

CS: What I want to say is ... did your grouping works? Was it purposeful?

T: I tried to group them. I think it was good as it makes my teaching student centered.

CS: What kind of teaching is student centered?

T: pair work and small group work.

CS: But you were observed giving grammar lectures much of the class time.

T: Yes. My students want this kind of teaching. Explaining grammar rules

CS: So, was it student centered?

T: Not fully... but there were group works.

CS: What was the purpose of the group work?

T: For students to help each other... in student centered way.

CS: Did your students actively interact in their groups?

T: To some extent.

CS: Why?

T: Their background is not good.

CS: Don't you think that the material, the task, etc... Contributed for the students' ineffective interaction?

T: What can I do? I only taught the text book.

CS: Is it not possible to be creative without completely abandoning the text book? Is it not possible to create tasks that may interest and engage our students to actively participate in group discussion without completely leaving the text book?

T: I will try... but the school administration does not allow us to leave the text book.

I did not say 'leave the text book'. But what I said is be flexible and creative. You can design an activity which based on the text book but with different approach.

T: OK... I will try to change when need be.

CS: It is very simple. For example when you want your students discuss in groups give a topic of their common knowledge and interest..

T: Ok. I will try.

CS: thank you for your time and cooperation. If you have any question or comments, you are welcome.

T: I am really happy with everything.

Observation IV

Name: Teacher: 06

Observation Date: 21/03/05 **Observation time:** 4th period (afternoon shift)

Location: School 2 **Class:** 9

Topic: Reading: The Simen Mountains

A. Notes for pre-observation meeting

Description of Room: classroom full of students sitting on a fixed desk. Not clean and lively. No posts, pictures, etc on the wall.

Description of Students: As they are in grade 9, they are new to the school. Many are coming from the rural area with poor language command. They prefer using their mother tongue during class discussion. Textbooks were given one for three but most students were not willing to bring their textbook. So, it is very difficult for the teacher to give a class work from the students' text.

Class topic: The Simien Mountains

Objective for the session (What will the students be able to do/know by the end of the session?):

1. Comprehend the reading passage
2. Do comprehension Questions
3. Develop their word power

Teaching Strategies (What strategies/methods will you use to help the learners to reach this objective?):

1. Practicing silent reading
2. Doing comprehension questions in small groups
3. Vocabulary as a home work

Assessment Tool(s) (How will the students show that they know and can do what you expected of them?): The objectives of the lesson will be addressed if majority of the students are able to do the comprehension questions.

Instructor Concerns/Focus (What would you like the observer to pay special attention to?):

Presentation (Methodology) and classroom management

Post-Observation Conference: Date: Immediately after the observation

Time: Whenever the teacher and the observers are free.

Location: School mini-media

B. Observation note

T: What did we learn last time?

Ss: has/have been and has/have gone

T: When do we use has/ have been?

Ss: Kept quite.

T: 'We use has/have been when we are experiencing in something. We use has/have gone when we are... to a person who will began in some place but a person cannot be returned yet'.

T: Ok. Today... page 32 B.2.7 Reading: "The Simen Mountains". Where is the Simen Mountain?

Ss: It is in the north Ethiopia.

T: In which region?

Ss: Amhara.

T: Yes. In Amhara Region. First read the passage and then, do exercise 4 on page 25.

T: Was copying the questions from the students' text book on the black board.

Cs: Were busy reading and copying.

T: (after she finished copying) started reading the questions and seeking replies from the students.

T: Ok. Number 1. How high are the Simen Mountains?

S1: 4620Meter

T: Yes... and wrote the response on the blackboard as ' The Simen Mountains are 4620 M. high' / she followed the same procedure for each of the remaining five questions./

T: Finally gave exercise 1 (page 32) as a home work.

Class ended

C. Post observation meeting note

CS: Hello. Thank you for coming. Today we are going to watch the video record of your lesson and we will discuss on it. Before we start watching the video, you can ask whatever you want to know about the purpose and the procedure of our discussion.

T: I have no question.

CS: Alright. I think you have enjoyed watching your lesson. How did you think it went?

T: It was good. Better than before.

CS: How? I mean what were the points that made it different from your other lessons?

T: Because majority of the students were participating when we did the comprehension questions.

CS: Ok. What did you remember about the strategies you used in teaching the lesson?

T: I asked them the where about of the Simen Mountains as a pre-reading task, made them read and did the revision question at the same time, and gave them a home work.

CS: So, did you meet your objective?

T: Yes. Because, the students comprehended the passage. They did the comprehension questions.

CS: Alright. I agree with you. Let's look at your procedures closely. As you mentioned earlier, you gave them a pre-reading, while-reading, and post-reading tasks. Am I right?

T: Yes.

CS: Good. Let's see each of them one by one. What is pre-reading task mean to you?

T: A task given before reading comprehension. I asked them 'where do you find the Simen Mountains?' as a pre-reading activity.

CS: What is the purpose of pre-reading tasks?

T: To motivate students to read.

CS: Yes. It helps to get the students attention and it paves a way to comprehension.

T: Yes.

CS: Do you think your pre-reading task paved a way to comprehension?

T: Yes. It motivated the students to read.

CS: Let me modify my question. Did your pre-reading task contributed for the students' comprehension of the text?

T: I think so.

CS: Ok. What kind of activities are common during pre-reading and what is their duration (i.e. for how many minutes do we perform a pre-reading task)?

T: Simple one or two questions. The time for pre-reading task is I think short, from 5-10 minutes.

CS: 5-10 minutes cover 25% of our class time. Don't you think that it is a little bit long?

T: Yes it may be long... but what do you do if it is important?

CS; Well, for me it is too much. It is advisable to assign the first five minutes for pre-reading task. Concerning the type of tasks, I usually present one or two new words that may hamper comprehension, and ask them one or two questions about their expectation, etc. What do you think of this?

T: They are good I will do them in the future. But, how can I finish all these within five minutes?

CS: Ok. Assign one minute for each question (if you have two key words and one question on the students expectation or experience... it is enough and you may have two extra minutes to give feedback).

T: The issue of the key words is clear but I don't understand the nature of the questions.

CS: By the way they are not must. Sometimes you may only present the vocabularies, sometimes the leading questions, and sometimes the combination of the two. Concerning the nature of the leading questions; one example is the question you asked your students 'Where are the Simen Mountains? In what Region?' You asked your students background knowledge/ experience, what they know about the topic. Similarly you may ask 'what will you expect to get from the passage, etc. to know the students expectation, you can say 'list the points that you know, that you don't know, and that you will expect to get from this passage, etc.

T: Ok. But... five minute is too small to do this.

CS: Try it. And be time conscious when you try it. You will not take more than five minutes.

T: Ok. I will try it.

CS: Ok. I have no question on your while- reading task as you made your students to read and the comprehension questions at the same time. My question goes to the post-reading activity. What is your understanding of the post-reading activity?

T: Post-reading activity is a closing. Something that the students do after reading the passage.

CS: Ok. Don't you think that the post-reading questions are projective questions? Questions that link the classroom activity to the outside world?

T: Ok. I don't know about that.

CS: Well. When I mean 'projective', I mean that it is an activity that relates what the students learned in the classroom to the environment. You cannot get answers of post reading questions from the text (i.e. by referring the text, you are expected to infer rather). In your observed lesson's case, for example, you can ask your students to tell/ write about any mountain they know in their area or near their area, or about any mountain they had visited so far, etc. As you can see, the answer for these questions cannot be found from the passage on 'The Simen Mountains'. So, If this is the case, was there a post-reading activity in your lesson?

T: I assumed that the home work that I gave was a post-reading activity.

CS: Did you observe the position of the new words that you gave as a home work? Was it situated before or after the passage?

T: before the passage.

CS: Why do you think the book writers put it before the passage?

T: I don't know.

CS: Well. Don't you think that they put it as a pre-reading activity?

T: Ok. I see.

CS: So, you took the pre-reading activity for a post-reading activity. Am I right?

T: I understand it today.

CS: Good. This leads us to the last question. If you have given a chance to teach the same lesson again, what would you change?

T: (laughed) Almost everything.

CS: Why?

T: Because I saw many problems in my lesson when we discuss.

CS: There was no pair or group work in the observed lesson. Will you organize your students in pairs/ in small groups?

T: When I change my lesson I will change everything.

CS: Thank for your time. If you have any questions or comments, you are welcome.

T: No. I am happy to participate. I learned a lot.

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Department of Foreign Languages and Literature

Appendix D: Participant teachers' program evaluation questionnaire

- 1) *What was the most useful about the intervention?*
- 2) *What was the least useful about the intervention?*
- 3) *What were the weaknesses of this intervention?*
- 4) *What were the strong points of this intervention?*
- 5) *Mention what you were looking for from this intervention but did not get*
- 6) *Have you attended any similar interventions provided by others? If yes, how do you compare it/them to this intervention?*
- 7) *General comments and suggestions for improving this intervention*

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Appendix E: Orientation training schedule and guideline

S/ N	Content	Activity	Objective	Durati on
1	• Introduction • Definition	• Helping: Individually, think back to a time when someone helped you. • consider your understandings of the following roles. Can you identify areas of difference and overlap? Mentor Colleague Trainer Observer Supervisor	• To encourage participants to reflect on their feelings when they were first watched and to relate these feelings to the different contexts in which they were first observed. • To identify the terminologies related to advising	1:30 (9:00-10:30 a.m.)
2	• How teachers learn • Becoming a reflective practitioner	• Individually, look through the list of experienced teachers' knowledge and skills (from Hagger et al (1993) and Brown and McIntyre (1993). • Hot slips: training for reflection	• To understand the way teachers learn and to provide help accordingly. • To consider ways in which reflection might be facilitated	
3	The clinical supervision cycle The role of the clinical supervisor and the clinical supervision cycle Purpose of supervision Assessment? Or	• Implementing the clinical supervision cycle • Case studies in advising	• To examine and evaluate the way that clinical supervision and observation are organized in the contexts in which participants work	1:30hr (10:45-12:15 a.m.)

	Development?		and to evaluate this procedure. • To examine the role of the clinical supervisor at various stages of the clinical supervision cycle. • To sensitize participants to the way that systems deal with the issue of assessing teachers...	
4.	Pre-observation, observation and post-observation	Role plays Observation Scenario Scaffolding learning	To examine the use and usefulness of the pre-lesson discussion usage. To look at difficulties which may arise at the various stages of clinical supervision cycle and identify strategies for dealing with these? To examine an extract from a feedback session to see how a clinical supervisor engages in a dialogue with a teacher to raise new awareness.	