

**ADDIS ABABA UNIVERSITY
SCHOOL OF GRADUATE STUDIES**

**APPRAISAL OF TEACHING EFFECTIVENESS OF
THE PROSPECTIVE TEACHERS OF ARBA MINCH
TEACHERS' TRAINING INSTITUTE (WITH
PARTICULAR REFERENCE TO
AMHARIC AND ENGLISH)**



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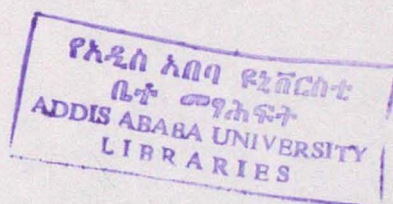
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AND ENGLISH)**

BY

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**A Thesis Submitted to the School of Graduate Studies
of Addis Ababa University in Partial Fulfillment
of the Requirements for the Degree of Master
of Education in Curriculum & Instruction**

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TABLE OF CONTENTS

	PAGE
ACKNOWLEDGEMENT -----	i
TABLE OF CONTENTS -----	ii
LIST OF TABLES -----	v
ABBREVIATIONS-----	vii
ABSTRACT -----	viii

CHAPTER ONE

1. INTRODUCTION -----	1
1.1. Background of the Problem -----	1
1.2. Statement of the Problem -----	4
1.3. Significance of the Study -----	5
1.4. Delimitation of the Study -----	5
1.5. Limitation of the Study -----	6
1.6. Operational Definition of Concepts -----	7

CHAPTER TWO

2. REVIEW OF THE RELATED LITERATURE -----	9
2.1 Effective Teaching -----	9
2.1.1 The Nature of Teaching -----	9
2.1.2 Effective Teaching Meaning -----	11

2.1.3 Teaching Behaviors Contributing to Effective Teaching -----	13
2.1.3.1 The Five Key Behaviors -----	13
2.1.3.1.1 Lesson Clarity -----	13
2.1.3.1.2 Instructional Variety -----	18
2.1.3.1.3 Teacher Task Orientation -----	24
2.1.3.1.4 Engagement in the Learning Process -----	28
2.1.3.1.5 Moderate-to-High Success Rate -----	33
2.1.3.2 The Five Helping Behaviors -----	38
2.1.3.2.1 Use of Student Ideas and Contributions -----	38
2.1.3.2.2 Structuring -----	39
2.1.3.2.3 Questioning -----	39
2.1.3.2.4 Probing -----	40
2.1.3.2.5 Enthusiasm -----	40

CHAPTER THREE

3. DESIGN OF THE STUDY -----	41
3.1 Sampling Procedure -----	41
3.2 Instruments -----	42
3.2.1 Observation Scales -----	42
3.2.2 Questionnaire for Student-Teachers -----	45
3.3 Data Collection Procedure -----	46
3.4 Methods of Data Analysis -----	47

CHAPTER FOUR

4. PRESENTATION, DISCUSSION AND INTERPRETATION -----	49
4.1 Presentation of Data Obtained through Questionnaire and Observation -	49
4.2 Discussion and Interpretation -----	77

CHAPTER FIVE

5. SUMMARY, CONCLUSION AND RECOMMENDATIONS -----	96
5.1 Summary -----	96
5.2 Conclusion -----	106
5.3 Recommendations -----	111

BIBLIOGRAPHY -----	115
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APPENDICES

Appendix - A Observation Scale for Appraising Teaching Practices ---	119
Appendix - B Observation Scale for Appraising Teaching Practices ---	122
Appendix - C Questionnaire to Be Filled by Student-Teachers -----	127
Appendix - D Computation of Correlation Coefficient -----	134
Appendix - E Number of Teaching Staff by Subject and Qualification	136



LIST OF TABLES

<u>Table:</u>	<u>Page</u>
1. Correlation Coefficient of Inter-Observer Agreement -----	44
2. Number and Percentage of Student-Teachers Regarding their Responses to Items of Lesson Clarity -----	50
3. Number and Percentage of Amharic and English Teachers of TTI Who Practiced the Indicators of Effectiveness in Instructional Clarity-----	52
4. Number and Percentage of Student-Teachers Who Practiced the Indicators of Effectiveness in Instructional Clarity -----	54
5. Number and Percentage of Student-Teachers Regarding their Responses to Items of Instructional Variety -----	56
6. Number and Percentage of Amharic and English Teachers of TTI Who Practiced the Indicators of Effectiveness in Instructional Variety -----	58
7. Number and Percentage of Student-Teachers Who Practiced the Indicators of Effectiveness in Instructional Variety -----	60

8. Number and Percentage of Student-Teachers Regarding their Responses to Items of Task Orientation-----	62
9. Number and Percentage of Amharic and English Teachers of TTI Who Practiced the Indicators of Effectiveness in Task Orientation -----	63
10. Number and Percentage of Student-Teachers Who Practiced the Indicators of Effectiveness in Task Orientation -----	65
11. Number and Percentage of Student-Teachers Regarding their Responses to Items of Engagement -----	67
12. Number and Percentage of Amharic and English Teachers of TTI Who Practiced the Indicators of Effectiveness in Engagement -----	68
13. Number and Percentage of Student-Teachers Who Practiced the Indicators of Effectiveness in Engagement -----	70
14. Number and Percentage of Students-Teachers Regarding their Responses to Items of Moderate -to-High Success Rates -----	72
15. Number and Percentage of Amharic and English Teachers of TTI Who Practiced the Indicators of Effectiveness in Moderate-to-High Success Rates -----	74
16. Number and Percentage of Student -Teachers Who Practiced the Indicators of Effectiveness in Moderate-to-High Success Rates ---	76

ABBREVIATIONS

The following acronyms appear in the text. Each of them is to be used with the meaning stated in front of it.

ICDR - Institute of Curriculum Development and Research

MOE - Ministry of Education

REB - Regional Education Bureau

TTI - Teacher Training Institute

ABSTRACT

The purpose of this study is to appraise the extent which would-be teachers teach in the teaching practice effectively when seen in the light of the five key behaviors, i.e., lesson clarity, instructional variety, teachers task orientation and engagement in the learning process and student success rate. To this end, two data gathering instruments (observation scales and questionnaire) were employed, while three Amharic and five English teachers teaching and one hundred sixty eight student-teachers in training were used as the subjects of the study. Percentage was employed to analyze the data.

Findings made clear that the behaviors of clarity such as informing learners about the lesson objective and providing them with an advance organizer are not performed properly. The behaviors of clarity such as checking for task-relevant prior learning at beginning of the lesson, giving directives slowly and distinctly, etc., are performed in a medium level by teachers and would-be teachers. Would-be teachers perform the behavior that is knowing ability levels and teaching at slightly above learners' current level of functioning in a low manner.

With regard to variety, some of its behaviors such as showing enthusiasm and animation through variation in eye contact, voice and gestures, etc., are better done. Whereas the behaviors such as using attention-gaining devices, using a mix of rewards and reinforcers, using various types of questions and using various mode of presentation are badly done.

Regarding task orientation, behaviors such as developing unit and lesson plans and teaching in accordance with text and curriculum guide, etc., are performed in a medium level. Whereas the behaviors such as selecting the most appropriate instructional method for the objectives being taught and establishing schedule in which major classroom activities begin and end with clearly visible events are performed in a low manner by would-be teachers.

As regards engagement, the behaviors such as providing for guided practice, providing correctives for guided practice in a non- evaluative atmosphere, using meaningful verbal praise are not better done. Amharic and English teachers better do the behavior that is using group and individual activities as motivational aids when necessary. Whereas it is done in low level by would-be teachers of Amharic and English. On the other hand, the behavior that is monitoring seatwork by circulating and frequently checking progress is performed by a medium level.

Concerning moderate-to-high success rate, behaviors such as establishing unit and lesson organization that reflects task-relevant prior learning, etc., are performed in a medium level. Whereas the behaviors such as administering correctives immediately after initial response and establishing momentum are badly done.

Finally, giving due emphasis to organizing a series of seminars /workshops to familiarize and to refresh the language teachers of TTI in particular and the staff in general with modern principles, theories and methods of teaching by inviting resource persons with different fields of specializations, and arranging continuous short-term in-service education for teachers of would-be teachers in particular and for first cycle primary school teachers in general are the major recommendations in order to improve teaching effectiveness.

CHAPTER ONE

1. INTRODUCTION

1.1. Background of the Problem

The wide range of literature in the area of teacher education in general and on effective teaching in particular appears to reflect the significance of the teacher education program and the prominent roles that it plays. Extensive researches have been made on various aspects of teacher education in various parts of the world. Among these the area of effective teaching has got considerable attention by a number of researchers.

Ryan and his colleagues (as cited in Perrott 1982), for instance, conducted research to identify factors associated with effective teaching and came up with three main factors, warm and understanding; organized and businesslike; and stimulating and imaginative, to be the sign of effective teacher.

Rosenshine and Furst (as cited in Perrott, 1982: 1-3) have reviewed the research studies on effective teaching and identified five teacher characteristics consistently associated with gains in pupils' achievement: i.e., enthusiasm, businesslike orientation, clarity, variety in teaching, and the extent to which the teacher provides opportunities for pupils to learn the instructional content.

Besides, researchers have also put on much effort to identify teaching behavior that facilitates pupils' learning in specific curriculum areas focusing on reading and mathematics instruction at the primary school level (Bennet, 1976 cited in Perrott, 1982: 3). Results were found to be

consistent with the finding of (Ryan, 1960, Flanders, 1970, and Rosenshine, 1971 cited in Perrott, 1982:4).

Similarly, different researchers have made quite interesting attempts to discover those teacher behaviors that were casually related to desirable student outcomes, such as good grades on classroom tests, higher standardized test scores, better attitude to school and subject, and increased problem-solving skills. Although some studies pointed out findings that were contradictory to one another or found no relationships between certain classroom processes and student outcomes, many found patterns of classroom interaction that consistently produced desirable outcomes. As has been indicated approximately ten teacher behaviors have shown promising relationship to desirable student outcomes. Five behaviors resulting from these studies have strong research support (Dunkin and Biddle, 1974; Rosenshine, 1971, 1973; cited in Perrott, 1982; Walberg, 1986; Brophy and Good, 1986; Brophy, 1989), and the other five have less support but appear logically related to effective teaching.

The first five teaching behaviors that researchers generally have agreed contribute to effective teaching are identified as key behaviors. These key behaviors are lesson clarity, instructional variety, teacher task orientation, and engagement in the learning process, and student success rate. The second five are identified as catalytic or helping behaviors that can occur in various mixtures to help implement the key behaviors. They are use of student ideas, structuring, questioning, probing and enthusiasm (Borich, 1988: 4- 17).

Moreover, research energy is still being expanded at a higher rate to find out the magnitude of each of those variables. Therefore, it would be reasonable to assume that extensive as well as intensive literature in the aspects of effective teaching reflect an over increasing interest in and emphasis not only upon the significance of teacher education, but also upon the intention to assist

teachers (pre- service as well as in- service) to obtain proper training. To this end, it is evident that so much has been done and is still endeavored to facilitate and refine the program of teacher education abroad. The effort is really appreciable.

However, the researcher of this paper has felt that research work on this most important issue is quite limited in the Ethiopian context. For instance, one researcher (Abraham, 1993:50) in his study under the topic "Factors which Influence Teaching Effectiveness: A comparative Analysis of Male and Female Teachers in Elementary Schools" recommended two things:

1. The ESLCE GPA is weakly and negatively correlated with both T.T.I GPA and Scores in teaching effectiveness.
2. Female teachers teaching effectiveness as compared to their counter-parts seems to be highly influenced by their achievements at T.T.I. Hence, he recommended that teachers, counselors and administrators should pay special attention to the problems of female trainees and set up programs that might help them to be effective teachers.

Even if various researchers did this kind of research work for a long time about the quality of education, the problems recur from time to time. As stated by Amberber (1985), Ethiopia's educational system is challenged by a number of unresolved difficulties. As a result, there have been an increasing public criticism and discussions about the declining quality of education from time to time. Though there are many factors that adversely affect the quality of education, ineffective teaching is one of the major ones. Speaking about the effects of teachers upon teaching, Akililu (1967) stated that of all the components that go to make an educational system viable, functional and productive, nothing is as crucial as the provision, and maintenance of a qualified and satisfied teaching force. In his opinion, the improvement of education in Ethiopia depends directly upon the ability of the Ministry of Education in general and Regional Education

Bureaux in particular to train and retrain effective teachers. However no systematized study has been carried out which covers lesson clarity, variety, task orientation, engagement and moderate-to-high success rates.

1.2. Statement of the Problem

Effectiveness in teaching mainly relies upon the qualities of teachers. Teaching profession requires teachers highly trained with subject matter, well equipped with the methods of teaching, and above all professional commitments. The question of qualified teachers in turn, is directly related to the recruitment and preparation of future teachers; and the retention of teachers in the profession (Farrant, 1980).

Hence, being a world where the pressure is high for upgrading the quality of teacher education in general and for more highly specialized pedagogically trained graduates in particular; the effort made so far in Ethiopia is limited.

Furthermore, Arba Minch Teachers' Training Institute is about to produce its 17th graduates. So, for many important reasons, especially being ignorant knowledge of its results would naturally be the pressing need of the Institute as well as concerned personalities. Thus, it appears timely and relevant to assess effectiveness of the perspective teachers of the Institute.

The purpose of this study is, therefore, to appraise the extent to which would-be teachers teach in the teaching practice effectively when seen in the light of the five key behaviors, i.e., lesson clarity, instructional variety, teacher's task orientation and engagement in the learning process and student success rate.

To this end, this study attempts to seek answers for the following basic questions:

1. Are the prospective teachers clear enough in the classroom?
2. Are they variable or flexible in the classroom?
3. Are they task oriented in the classroom?
4. Do they engage students in the learning process?
5. Do they establish moderate-to-high rates of success in the classroom?

1.3. Significance of the Study

This study is hoped to be significant for the finding could help the Institute as well as those who are interested to obtain proper feedback about the quality of its outcomes. It is also hoped that the study help the Education Bureau and concerned authorities to compile information that can be used in the planning, development, and refinement of teacher education programme.

Besides, the researcher hopes that the findings of the study provide concerned party with an insight into how the prospective teachers in Arba Minch Teachers' Training Institute rate functionally and in what characteristics they are deficient and suggest possible means necessary to make up any deficiencies which may appear.

Other than these, it is the researcher's hope that this study will serve those who need local literature in the area of effective teaching and stimulate further research.

1.4. Delimitation of the Study

The study is delimited to the appraisal of the teaching effectiveness of the prospective graduates of Arba Minch Teachers' Training Institute in the light of the five key behaviors identified and

agreed upon to be directly related with achievement of pupils. These five key behaviors are taken for this study because their presence is found to be essential for effective teaching.

Furthermore, due to lack of time and manpower, the researcher delimited his study to only two subjects, namely, Amharic and English language in grade 4. The researcher selected grade 4 that it is the final stage of the first cycle of primary education where both Amharic and English languages are given as subjects in this grade. Language is the basis for learning any other subjects because it not only serves as a subject but also serves as a medium of instruction both in primary, secondary and tertiary level. Because of this, the researcher selected the mentioned subjects for conducting this research.

Therefore, the findings and conclusions to be made are in terms of appraisal of teaching effectiveness only in Amharic and English subjects in grade 4 by using the five key behaviors.

1.5. Limitation of the Study

Apart from the various minor problems the researcher encountered when conducting this research, the following were only a few that made this study short of information.

Observational study is expensive in terms of both time and expertise. It might be prudent to observe a wider sample of TTIs and subjects. As a result, this study was limited to one TTI and two subjects though it would have been more comprehensive had other subjects been included.

In addition, because of lack of related literature of Ethiopian nature, the researcher depended more upon foreign literature. In spite of these shortcomings, however, it was attempted to make the study as complete as possible.

1.6. Operational Definition of Concepts

The following terms are defined in accordance with the context they are used in the study.

Advance organizer: a statement made by teachers before a presentation or before having students read textual materials that provides a structure for new information to be linked to prior knowledge.

Attention gaining device: a device that helps secure and maintain attention.

Corrective feedback: information given to students about how well they are doing.

Effective Teaching: orchestration and integration of the key and catalytic behaviors into meaningful patterns to achieve specified goals and promote student achievement.

Engagement: amount of learning time devoted to an academic subject.

Feedback: information given to students about their performance; same as knowledge of results.

Guided practice: practice assigned to students to be completed under the guidance or watchful eye of the teacher.

Independent practice: an assignment given to students to accomplish on their own without the teacher's guidance to practice newly presented material.

Instructional variety: the variability or flexibility of delivery during the presentation of a lesson.

Knowledge of results: feedback given to students about their performance.

Lesson clarity: logical, step-by-step order, and understandable and audible delivery free of distracting mannerisms.

Momentum: the force and pace of a lesson.

Pacing: the momentum and flow of a lesson or instructional activity.

Prior knowledge: information and knowledge held by students before they receive instruction on a topic.

Seatwork: independent work done by students at their desks, such as reading, answering questions, and completing work sheets.

Student success rate: the rate at which students understand and correctly complete exercises.

Symphonic conductor: a person who directs the performance of a group of people playing or singing music, etc., especially by standing in front of them and making gestures with her or his arms.

Teacher task orientation: amount of classroom times the teacher devotes to the task of teaching an academic subject.

Teacher Training Institute (TTI): an institution responsible for the training of would-be teachers of the First Cycle (grade 1-4) of Ethiopian primary education.

CHAPTER TWO

2. REVIEW OF RELATED LITERATURE

The importance of education to national development is unquestionable. It is a means of shaping the young generation in desired outcomes. The realization of educational objectives is directly related with the effectiveness of teaching. Because of this, much effort has been exerted by a number of theorists, researchers, educators, and the concerned organizations in devising appropriate means and ways of improving teaching effectiveness. Quite considerable body of suggestions has been forwarded to this end. There is also a wide range of literature dealing with the topic "Teaching Effectiveness". In this review, literature that is relevant to the study will be presented so as to have an insight into the core elements and to briefly expose the readers to some of the basics of the subject under consideration. Accordingly, it will be dealt with under the following heading, namely, effective teaching.

2.1. Effective Teaching

2.1.1. The Nature of Teaching

The informal practice of teaching existed long time ago since the creation of man on earth (Chauhan, 1990). A relatively systematic treatment of it, however, can be traced to the time "when tribal priests systematized bodies of knowledge and cultures" (Saettler, 1968: 11).

A more formal approach of teaching, on the other hand, may be associated to the time of Jusuits, 16th c. (NEK-International Consultancy, 1999). According to this author, Jusuits opened schools and teacher training colleges in Europe and began to select, train and supervise teachers of theology and philosophy.

Since then, many educators approached teaching scientifically and attempted to formulate a universally applicable concept of teaching. However, they could not come up with single and common definition of teaching, because of several difficulties associated to it.

One major difficulty arises from the vagueness of difference it has with the term "instruction", the other comes from the many variables so interrelated to it (Anderson and Burns, 1989).

At the most general level, some educators (for example, Good as quoted by Anderson and Burns, 1989) said, "instruction is synonymous with teaching." In a specific sense, according to Anderson and Burns, (1989), conflicting views exist: while some educators consider instruction as a subset of teachings (i.e., as one of several teaching acts), others regard it as inclusive of teaching (i.e., teaching as one component of instruction).

Many educators, however, prefer the latter definitions of instructions. Weil and Murphy (1982: 890), for example, considered instruction as "a broad term that may encompass most of the activities taking place in the classroom and the school as well as many activities taking place in the home.

Anderson and Burns (1989:9) also share this conception of instruction. Their argument is that "most teacher behaviors, student behaviors and teacher-student interactions occur more within the larger context of instruction" than teaching.

Concerning the concept of teaching, several authors forwarded their own definitions. Amidon (1966) defines teaching as teacher student interaction, which mainly involves talk. Flanders, et al (1970) considers teaching as an interactive process where there is a reciprocal influence between the teacher and students. Gage (1978) defines teaching as an activity directed at helping another person to learn. Anderson and Burns (1989) tend to accept Klauer's (1985) conception of

teaching that regards it as an interpersonal activity in which two or more people learn. This interpersonal activity, as to Klauer quoted by Anderson and Burns (1989), can be two ways where both the teacher and students talk and influence each other.

From the aforementioned definitions of teaching, it is possible to extract three common and important features: activity, interpersonal, and purposefulness.

- a. **Activity:** teaching is an activity, it is an action a person can observe it taking place (Robertson as quoted by Anderson and Burns, 1989).
- b. **Interpersonal:** Klauer defines (as quoted by Anderson and Burns, 1989:7), "Teaching is an interpersonal activity...; involves interactions between a teacher and one or more students."
- c. **Purposefulness:** teaching is conducted with a purpose; it is directed towards learning. Though the term "teaching" does not imply that learning has taken place, it does imply that learning is intended (Anderson and Burns, 1989).

Out of these three common features of the different definitions of teaching, it is possible to develop a single definition. This can be stated as "teaching is an interpersonal, interactive activity, typically involving verbal communication, which is undertaken for the purpose of helping one or more students learn or change the ways they can or will behave" (Anderson and Burns, 1989:8). This definition seems to be the best, for it combines the three common features of the varied definitions of teaching.

2.1.2. Effective Teaching Meaning

Central to the process of learning to teach is concepts and definitions of the "good" and the "effective" teaching. Literature has indicated that trying to define effective teaching has long

occupied the thoughts of many teachers, educators, and professional researchers. However, there has been a remarkable diversity among educationists in the definition of effective teaching. Some have argued that an effective teacher is one who can establish rapport with students and a nurturing, caring environment for personal development. Others have defined an effective teacher as a person who has a love for learning and a superior command of a particular academic subject. Still others argue that an effective teacher is one who can activate student energy to work toward a more just and humane social order.

This remarkable diversity within the educational community shows the difficulty of having one, single, and complete definition of effective teaching. Besides, since effective teaching varies with the age of the student population (primary, secondary, etc.), the subject matter (reading vs. maths), and even the background characteristics of the students (high vs. low socioeconomic status) multiple definitions would be a must.

In fact, these factors produce multiple definitions of effective teaching, each of which applies to a particular teaching context, thereby defining effective teaching more accurately. Here in lies one of the major problems with the attempts to have a single definition of effective teaching. These attempts failed to consider (or even acknowledge) that different teaching contexts require different teaching behaviors. The complexity and difficulty of learning to teach arises from the complexity of the varied decision making contexts in which teaching must occur. Thus, any single definition of effective teaching would be simplistic and inaccurate because of its insensitivity to the different learners, curricula, grade levels, and instructional materials with which teaching and learning must take place. It is the proper mix of key and helping behaviors in the context of the classroom that can come to define effective teaching.

In sum, based on the foregoing fact, it can be said that effective teaching is a comprehensive concept that involves the orchestration and integration of key and helping variables into meaningful patterns to arrive at or achieve specified goals.

2.1.3. Teaching Behaviors Contributing to Effective Teaching

Research findings reveal that approximately 10 teacher behaviors show promising relationships to desirable student performance, primarily as measured by classroom assessments and standardized tests. Five of these behaviors have been consistently supported by research studies. And the other five have had some support and appear logically related to effective teaching. The first five are called key behaviors because they are considered essential for effective teaching. The second five are called helping behaviors that can be used in combinations to implement the key behaviors (Borich, 1996:10-41).

2.1.3.1. The Five Key Behaviors

According to Borich (1988:8-11), the five key behaviors are the following:

- lesson clarity
- instructional variety
- teacher task orientation
- engagement in the learning process
- student success rate

2.1.3.1.1. Lesson Clarity

Lesson clarity refers to how clear and understandable a presentation is to the class. Being clear means being understood by the learners, and that may depend as much on what a teacher does

prior to teaching a lesson as on what he does during the lesson. If one teaches with a high degree of clarity, he will spend less time going over material. His questions will be answered correctly the first time, allowing more time for instruction (Borich, 1988:7-8).

Some of the major indicators of lesson clarity according to Borich are the following:

- informing the learners of the lesson objective,
- providing learners with an advance organizer,
- checking for task-relevant prior learning at the beginning of the lesson and re-teaching, if necessary,
- giving directives slowly and distinctly,
- knowing the ability levels of the learners and teaching accordingly,
- using examples, illustrations, and demonstrations to explain and clarify the contents of the lesson, and
- providing a review or summary at the end of each lesson (Borich, 1988:297-300).

Research findings indicate that students perform better and achieve more in less time when they are told the lesson objective early in the instructional sequence (Kourisky and Quaranta, 1987:2; Dubelle, 1986 cited in Burden, 1995:267).

Furthermore, Kourisky and Quaranta added that students are more likely to become involved and derive more satisfaction and enjoyment from an activity that has a definite aim. Similarly, Borich (1988) stated that informing the learner of an objective in advance helps the student organize his /her thinking in advance of the lesson by providing mental "hooks" on which to hang the key aspects of the teacher's lesson. This activates the learning process and focuses it in the direction that is most efficient and conducive to obtaining the required behavioral outcome (Borich, 1988:123-124).

It is reported that another major indicator of lesson clarity is an advance organizer and it is said that it gives the learner a conceptual preview of what is to come and helps prepare to store, label and package the content for retention and later use. In a sense, an advance organizer is a tree-like structure with main limbs that act as pegs, or place holders, for the branches that are yet to come. Without these limbs on which to hang content, important distinctions can easily become blurred or lost (Borich, 1988:170-171).

Ausubel and Brady too, added that advance organizers serve as intellectual scaffolding on which new knowledge is built. It is also said that advance organizers are used as a means of making information meaningful to students. So, advance organizers consist of statements made by teachers just prior to actual presentation of the learning material. These statements are at a higher level of abstraction than the subsequent information. Furthermore, advance organizers help students use prior knowledge just as establishing set does. They differ, however, in that they are tied more tightly to the subsequent information and provide an anchor for later learning (Brady, 1985: 26-27; Ausubel, 1963 cited in Arends, 1991:235). Moyles, also said that advance organizers are believed to make children less likely to concentrate on irrelevant features or to jump to faulty conclusions, which then have to be corrected. Building up curiosity is also a strong attention grabber in its own right and can help arouse children's interest in the first place (Moyles, 1995: 88-89).

The other major indicator of clarity is checking for task relevant prior learning at the beginning of the lesson. Here, it is said that the major purpose of daily review and checking is to emphasize the relationship between lessons so that students remember previous knowledge as a logical extension of content already mastered. Reviewing and checking at the beginning of a lesson also is the most efficient and timely way of finding out if the students have mastered task-relevant

prior knowledge sufficiently to begin a new lesson; if not, the missing content can be re-taught (Borich, 1988:148; Rosenshine and Stevens, 1986 cited in Burden, 1995: 266; Sadker and Sadker, 1997:48-49; ICDR, 1999: 68-69).

- Research finding has also revealed that beginning a lesson by checking previously learned task-relevant knowledge is a common practice. Yet in a study by Good and Grouws only 50 percent of experienced teachers began a lesson in this fashion (Good and Grouws, 1979 cited in Borich, 1988:148).

Giving directives slowly and distinctly is said to be one of the major indicators of clarity. It is believed that giving directions distinctly and slowly help students be clear what they are supposed to do. Otherwise, inundating too much information and directions too fast confuses students (Arends, 1991:171; Burden, 1995: 275; Sadker and Sadker, 1997: 48-49).

Knowing the ability levels of the learners and teaching to those levels is another major indicator of clarity. It is suggested that the work a teacher gives to his pupils to do must be properly adjusted to their knowledge and their powers, and to the stage of general development, which they have reached. If the work is too easy, the children have no feeling that is 'getting on'. They do not get the satisfaction of overcoming difficulties, and so they lose interest. On the other hand, if it is too difficult they will be discouraged. They will lose their faith in their own abilities, and they will lose interest. They like to be able to do their work well and to 'get it right' (Ryburn and Forge, 1957:48; Aggarwal, 1996:58).

Another major indicator of clarity is using examples, illustrations, and demonstrations. It is thought that the use of examples is basic to teaching and is a skill commonly used in clarifying explanation. Effective teaching of new concepts, relationships or principles depends on the

teacher's ability to use examples and seek examples from pupils, in such a way as to help to comprehend these new concepts (Perrott, 1982 : 37; Callahan and Clark, 1988:9).

Sadker and Sadker and Arends also added that skills must be learned by experiencing. First the teacher must teach the students how to perform a skill. To do so, teacher explanations and demonstrations can be very effective. In this process show-how procedures are usually more useful than tell-how procedures (Sadker and Sadker, 1997: 48-49; Arends, 1997:82).

The last but not least major indicator of clarity is ending lesson with review or summary. It is said that summarizing the main points can help students gain a better idea of the content or clarify misunderstanding. The teacher should plan to stop the lesson several minutes before the bell rings to begin the summation. Moreover, the teacher has to make sure that he has everyone's attention beforehand and he should avoid merely reiterating the content during the lesson (Rosenshine and Stevens, 1986 cited in Burden, 1995: 276; Levine, 1989 cited in Burden, 1995:276; Burden, 2003:184).

Jacinta and Regina too, added that recapitulation helps ensure a clear accurate grasp of the material taught and it aids understanding rather than memorizing. Furthermore, the recapitulation of a lesson shows the pupil clearly the significant points to be learnt (Jacinta and Regina, 1981:98).

In sum, clarity is the precision of teacher's communication about the desired behavior. Clarity in teaching helps students understand better, work more accurately, and be more successful. Effective teachers exhibit a high degree of clarity by giving clear and explicit directions, instructions, and expectations. If the teachers are constantly asked to repeat questions, directions,

and explanations, or if students do not understand the teachers' expectations, the teachers are not manifesting clarity.

Thus, effective teaching can't be determined only by the clarity. Effective teaching is the outcome of a combination of all key behaviors and helping behaviors. Therefore, ideas forwarded by some scholars regarding the importance of variety will be considered next.

2.1.3.1.2. Instructional Variety

According to Borich (1988), variety refers to the variability or flexibility of delivery during the presentation of a lesson. For instance, it includes the planned mixing of different classroom behaviors such as the display of reading materials, use of visual aids, use of space, etc.

The following are some of the major indicators of instructional variety. These are:

- using attention-gaining devices
- showing enthusiasm and animation through variation in eye contact, voice, and gestures
- varying mode of presentation (demonstrating, asking questions, independent work)
- using a mix of rewards and reinforces
- varying types of questions
- encouraging pupil's participation (Borich, 1988:300-304).

It is reported that using attention gaining devices is the first ingredient of a good lesson plan. When the teachers recall that the attention-gaining devices with which a lesson begins can take many forms including pictures, audio/video tapes, demonstrations, or experiments; or they may be less spectacular, such as posing a challenging question, presenting a dilemma or bewildering situation, or even bringing about the silence that accompanies a unique or interesting visual

display. Beginning a lesson in this manner stimulates the learner differently than he or she has become accustomed to during the previous activity. Also it is suggested that the teacher has to remember that it is not necessary to try to present the spectacular all the time (although this is always fun to do when the opportunity arises), but it is important to present a change from the instructional stimuli to which the learner has grown accustomed from a previous activity. This not only will wake up the receptive modalities of sight and sound, but also, and just as importantly, it will stimulate the cognitive process associated with them. Without this awakening and conscious change from the mood and tempo of an earlier activity or class, the learners' attention may never fully be either on the teacher or on his lesson. Attention-gaining devices, therefore, help create natural cycles of highs and lows that make life in classrooms more interesting and less regimented (Borich, 1988:302; Edwards, 2000: 368; Good and Brophy, 2000 cited in Burden, 2003:106).

Borich also suggested that gaining attention involves gaining the students interest in what the teacher will present and getting them to switch to the appropriate modality for the coming lesson. Without the students' attention nothing in the lesson will be heard, let alone actively engage them in the learning process. Each lesson plan, therefore, begins with a description of an instructional event to engage the students' interest, curiosity, and attention. In other words, one of the most common attention gaining devices is to relate the content to be covered to the students' interests or to arouse their curiosity by asking questions. He also added that the presentation of an apparent contradiction (e.g., why do the teachers illustrate water using the color blue when water is really clear?),etc., is the another useful technique for gaining students' attention.(Borich,1988:122).

Similarly, Borich stated too, that diagrams, pictures, illustrations, scale models, and films are other types of attention-getting aids. These devices can be used to appeal to the student's sense of vision while the oral presentation is appealing to their sense of hearing. He further noted that graphics or visuals of almost any kind can be a particularly effective opener with less able students who are known to be more oriented and responsive to visual than to auditory presentations (Borich, 1988:123).

In the same vein, Argyle also stressed that the use of focusing help enhance communication. Focusing is the teachers' way of intentionally directing pupils' attention. According to him, this control is mainly accomplished by the use of either verbal statements, specific gestures or movements, or some combinations of the two. These are:

- Verbal focusing: this involves emphasis of particular words, statements or directions, e.g. 'Listen to this,' 'Look at this diagram,' etc.
- Gestural focusing: this consists chiefly of eye movements, facial expressions and movements of head, arms and body. Gestures are important means of communication between teacher and pupil. They are used to gain attention and to indicate emotions (Argyle, 1970 cited in Perrott, 1982:29).

The other indicator of variety is enthusiasm and animations. It is stated that enthusiasm is an expression of excitement and intensity. It is quite obvious that a teacher who is enthusiastic and vibrant is more entertaining to observe than an unenthusiastic teacher. However, teacher enthusiasm has also been related to higher student achievement. Enthusiasm has two important dimensions: interest and involvement with the subject matter, and vigor and physical dynamism. Enthusiastic teachers are often described as stimulating, dynamic, expressive, and energetic.

Their behavior suggests that they are committed to the students and to the subject matter (Borich, 1988:17; Peterson, 1992:160; Good and Brophy, 2000 cited in Burden, 2003:179).

Similarly, other scholars agreed that enthusiasm can be conveyed in a variety of ways. These include the use of animated gestures, eye contact, voice inflection and movement around the room. They further said that a teacher who is enthusiastic in the classroom often manages to develop enthusiastic student (Burden, 1995: 161; Keller, 1983 cited in Burden, 2003:127; Good and Brophy, 2000 cited in Burden, 2003:179).

In this regard, several studies have established that students learn more from lessons that are presented with enthusiasm and expressiveness than from dry lectures (Abrami, et al., 1982, Crocker and Brooker, 1986 cited in Burden, 1995: 247). In a similar way, it is said that Rosenshine's review of studies of teachers' enthusiasm and pupil's achievement gives clear evidence that animated behavior on the part of the teacher stimulates the attending behavior of pupils and enhances learning (Rosenshine, 1970 cited in Perrott, 1982:28).

The next indicator of variety is varying mode of presentation. It is suggested that a teacher varies instructional approaches and presents the subject matter in interesting, novel ways. After capturing student interest at the start of a lesson, the teacher has to maintain interest through varied approaches such as lectures, demonstrations, recitations, practice and drills, reviews, panels, and debates, group projects, inquiry approaches, discovery learning and problem solving, role playing and simulation, gaming, and computer- assisted instruction (Farrant, 1980:176; Burden and Byrd, 1994 cited in Burden, 1995:157; Burden, 2003:119).

Besides this, various scholars have also pointed out that the teacher has to vary instructional media and methods. Otherwise, monotony breeds inattentiveness, and the repeated and perhaps

exclusive use of one approach will soon result in a classroom of bored students. Moreover, student achievement is increased when a variety of materials and techniques are used. They have also suggested that the overhead projector, chalk- board, videotapes, and slides will vary the teacher's approach (Kelly, 1982:133-134; Brophy and Good, 1986 cited in Burden, 1995: 246; Brophy and Good, 2000 cited in Burden, 2003: 104).

To support the aforementioned ideas, research finding has indicated that the use of variety in instructional techniques and materials, the frequency and variety of reinforcements used, and the types of feedback given to students pay rich dividends in terms of increased student achievement (Brophy and Evertson, 1976, Brophy and Good, 1986 cited in Borich, 1988: 8).

Using a mix of rewards and reinforcers are the other indicators of variety. It is suggested that behavior is shaped by its consequences and by what happens to the individual immediately afterward. The systematic use of reinforcers, or rewards, can shape behavior in desired directions. Behavior becomes weaker if it is not followed by reinforcement. Behavior is also weakened by punishment. In the early stages of learning, constant reinforcement produces the best results (Burden, 1995: 52; Aggarwal, 1996: 50-51; Edwards, 2000:49).

In the same vein, Brophy reviewed a massive amount of research on the subject of praise and came up with the guidelines for teachers. He also further noted that teachers can also encourage desirable behaviors through granting rewards and privileges to students. According to him, rewards teachers have at their disposal include:

- Points given for certain kinds of work or behavior that can enhance a student's grade;
- Symbols such as gold stars, happy faces, or certificates of accomplishments;

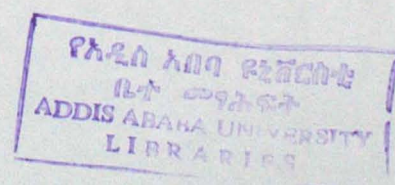
- Special honor rolls for academic work and social conduct (Brophy, 1981 cited in Arends, 1991:175).

Using various types of questions is one of the indicators of variety. It is thought that a question that limits a response to a small number of responses or to a single response is called a convergent, direct, or closed question. This type of question teaches the learner to respond in a limited, restrictive manner. It is used at the knowledge, comprehension, and applications levels of behavioral complexity. Whereas a question that has many right answers or a broad range of acceptable responses is called a divergent question. And also it is said to be used at the analysis, synthesis, and evaluation- levels (Perrott, 1982:41-42; Borich, 1988:8-9; Turney, 1973 cited in Wragg, 1993:137-138).

Similarly, Borich too, reported that a probe is a question that immediately follows a student's response to a question provided for the purpose of :

- eliciting clarification of the student's response,
- soliciting new information to extend or build upon the students response, or
- redirecting or restructuring the student's response in a more productive direction (Borich, 1988:209).

Research finding has shown that different types of questions are effective at different times, depending on the characteristics of the learner and the topic being taught. At certain times, questions that require mere recall are important, whereas at others considerable thought is elicited (Gall, 1984 cited in Jacobsen and etals., 1989:135).



Incorporating students ideas or participation is the last major indicator of variety. It is hoped that teachers should show an interest in students' personal lives that will help students appreciate them as human beings. Moreover, the teachers should also ask students for help and advice when a need actually exists and the students can give valid assistance. Such requests help to break barriers between teacher and student and create a friendlier atmosphere in the classroom. If teachers want to become a positive part of students' pictures of how to best satisfy their needs (the quality world of students), they must encourage students to express themselves and then listen carefully to what they say (Castle, 1965: 77; Borich, 1988:304; Edwards, 2000: 192-193).

So, variety is an essential behavior that enhances teaching-learning process. It serves as great tonic for creating fresh environment both for teachers and students. If the teachers do not use variety in a proper way, the students will feel fatigue, lack of attention and monotony. Thus, the above- mentioned social evils can be overcome by the appropriate use of variety. Without variety and flexibility to capture the interest and attention of students, it is unlikely that any other key behavior, however well executed, will have an effect on them. Next to this, the other important key behavior, namely, the teacher task orientation will be considered.

2.1.3.1.3. Teacher Task Orientation

This key behavior refers to how much classroom time the teacher devotes to the task of teaching the subject matter. It is to indicate that a question of how much material gets presented, learned, and assessed, is crucial as opposed to how much time is delegated to procedural matters. In this regard, researchers have pointed out that classrooms in which teachers- student interactions focus more on intellectual content than on process issues (such as how to use materials or classroom rules and procedures) are more likely to have higher rates of achievement (Evertson & Emmer, 1982, Rosenshine, 1983, Slavin, 1987 cited in Borich, 1988: 9).

According to Borich (1988), some of the chief indicators of being task oriented are the following:

- Developing unit and lesson plans that reflect the curriculum
- Handling administrative and clerical interruptions efficiently
- Stopping or preventing misbehavior with a minimum of class disruptions
- Selecting the most appropriate constructional model for the objectives being taught.
- Establishing cycles of review, feedback, and testing (Borich, 1988:304).

It is stated that having effective task orientation begins with being certain that what a teacher is teaching coincides with his/her school's curriculum, and the single most effective way of assuring this is to base his/her lessons on the curriculum guide or adopted text for his/her subject or grade (Kourilsky and Quaranta, 1987:26-27; Borich, 1988: 305-306; Burden, 1995:126).

Similarly, Kelly and Aggarwal reported that one of the most important elements in good teaching is good lesson planning. Lesson planning is essentially an 'experience in anticipatory teaching.' It is teacher's experience in advance, mental and emotional (Kelly, 1982: 133; Aggarwal, 1996:322).

Moreover, research findings have also proved that careful planning provides a source of securing and confidence for teachers and also it plays a major role in the decisions teachers make when they work with students (McCutcheon, 1982, Clark and Peterson, 1986 cited in Jacobsen and etals., 1989:106).

The other chief behavior that indicates teacher-task orientation is handling administrative and clerical interruptions efficiently. It is thought that managing the behavior of student or assisting them in managing their own behavior is a challenging and on-going task for the classroom teacher. In general, if boredom and frustration levels can be minimized and an engaging,

supportive learning environment provided, students will choose to participate actively and positively (Kourilsky and Quaranta, 1987:33; Callahan and Clark, 1988:9; Arends, 1997:74).

It is also indicated that in an extensive research study of both more and less effective classroom managers at both the elementary and secondary level, various researchers found administrative and clerical interruptions to be among the most important in determining a teacher's task orientation for the entire class period. This should be no surprise, because it is difficult to return to an instructional task (e.g., group recitation) from a non instructional one (e.g., passing out materials, checking for supplies); it becomes increasingly difficult to return to the initial state without devoting still more time to getting student back on task. Not only has time been spent on the non instructional activity, but just as much time also may have been spent getting learners to return their attention to the instructional activity (Emmer, Evertson, Sanford, Clements and Worsham, 1984 cited in Borich, 1988:306).

The next chief indicator of teacher task orientations is stopping or preventing misbehavior with a minimum of class disruption. It is believed that appropriate class control and discipline is one of the most important characteristics of a successful teacher. A good teacher is one who can control his/her class not through fear or high handedness but by virtue of his/her interest in the learner, good command on the subject matter and the ability to present interestingly and effectively. The learners also appreciate good teaching and cooperate with the teacher in the teaching- learning process (Aggarwal, 1996:57-58; Edwards, 2000:194).

Kounin also suggested that students find it difficult to remain on -task if their teachers handle class disruptions ineffectively. Teachers need to demonstrate "withitness" in their classrooms- knowing what is going on in the classroom at all times. They also must know how to target the

most disruptive behaviors first and use proper timing in correcting them (Kounin, 1970 cited in Edwards, 2000: 369).

Selecting the most appropriate instructional model for the objectives being taught is another major indicator of teacher task-orientation. It is commented that a teaching model is an overall plan, or pattern, for helping students to learn specific kinds of knowledge, attitudes, or skills. A teaching model has a theoretical basis or philosophy behind it, and also encompasses a set of specific teaching steps designed to accomplish desired educational outcomes (Joyce and Weil, 1986 cited in Arends, 1991:11)

Borich too, stated that two broad classifications of learning are facts, rules, and action sequences (Type 1) and concepts, patterns, and abstractions (Type 2). He further suggested that Type 1 outcomes generally represent behaviors at the lower levels of complexity in the cognitive, affective, and psychomotor domains: Type 2 outcomes frequently represent behaviors at the higher levels of complexity in these domains (Borich, 1988:160).

Establishing cycles of review, feedback and testing is the last indicator of teacher task-orientation. In other words, it is granted that it involves establishing cycles of weekly and monthly review and testing, cycles that are built around clearly definable goals (e.g., a test at the end of the month, a review session next week, a demonstration or experiment at the end of the unit). These goals are the types of products that should be made visible to students and toward which classroom activities must gradually build with increasing intensity, enthusiasm, and expectation. Such end products will create natural cycles of rising and falling intensity, enthusiasm, and expectation, with the high point of the cycle being just before the expected event and the low point, marking the beginning of a new cycle, immediately afterward (Borich, 1988:308).

In general, Rosenshine, Berliner and Bittle commented that task oriented teachers plan an appropriate amount of time lecturing, asking questions, and engaging the students in activities directly related to the material that is to be learned. Achievement is reported to be higher in classrooms of task-oriented teachers than in classrooms where teachers tend to be off-task (Resenshine, 1983 cited in Burden, 1995:274; Berliner & Bittle, 1995 cited in Burden, 2003:178).

Borich also concluded that task- oriented teachers are goal oriented, and they plan instructional strategies and activities that support these goals. He further added that task-oriented teachers also have a high, but realistic, set of expectations for their students (Borich, 1992 cited in Burden, 1995:274; Borich, 2000 cited in Burden, 2003:178).

So, it is revealed that teacher task-orientation is the amount of classroom time that the teacher devotes to the task of teaching on academic subject. Effective task orientation involves various indicators. If the effective teacher puts into practice the above-mentioned indicators of task-orientation properly, the students can easily understand the lesson. To make teaching effective, the appropriate use of task-orientation alone is not enough. As it is mentioned previously, effective teaching is the outcome of the combination of all key behaviors and helping behaviors. Hence, the next key behavior that is engagement in the learning process is of paramount importance to enhance students, learning will be considered.

2.1.3.1.4. Engagement in the Learning Process

This key behavior refers to the amount of learning time devoted to an academic subject. It is related to a teacher's task orientation and to content coverage. A teacher's task orientation should provide students the greatest possible opportunity to learn the material. Distinctively different from the amount of time a teacher devotes to teaching a topic is the time his/her students will be

actively engaged in learning the materials. This has been called the engagement rate or the on-task behavior of students (Borich, 1988:9-11).

Engagement rate is the percentage of time devoted to learning when the student is actually on task, engaged with the instructional materials and benefiting from the activities being presented. It has been indicated that although a teacher is task oriented and provides maximum content coverage, the student can be disengaged. This means that they are not actively thinking about, working with, or using what is being presented (Savage, 1991, Marx & Walsh, 1988 cited in Borich, 1996:17).

According to Borich, Some of the major indicators of engaging students effectively in the learning process are the following:

- Eliciting the desired behavior
- Providing opportunities for feedback in a non-evaluative atmosphere
- Using group and individual activities as motivational aids when necessary
- Using meaningful verbal praise
- Monitoring seatwork and checking for progress (Borich, 1988:308).

As stated by Borich (1988), there are several important ingredients to elicit behavior. One ingredient is that the behavior should be elicited in as non evaluative an atmosphere as possible: this will help students feel free to risk creating responses of which they may be unsure but from which they can begin to build a correct response. Any response, however crude or incorrect, can be the basis for learning if it is properly followed by feedback and correctives.

Borich also adds that the second ingredient for eliciting student behavior is the use of covert responses. This helps ensure a non-threatening environment, but it also encourages student engagement in the learning task with the least amount of expenditure of time and effort on the teacher's part (Borich, 1988:152).

Similarly, Arends suggests that a critical step in the direct instruction model is the way the teacher approaches guided practice. Fortunately for teachers, a considerable amount of research evidence now exists that can guide efforts to provide practice. For example, it is known that active practice can increase retention, make learning more automatic, and make it possible for the learner to transfer learning to new or stressful situations (Arends, 1997:84)

Providing opportunities for feedback in a non-evaluative atmosphere is the next indicator of engagement in the learning process. Here, it is emphasized that feedback should be integrally related to the eliciting activity. A short time between performance and feedback has long been thought to be an essential element of learning; the closer the correspondence between a performance and feedback, the more quickly learning will occur. Providing feedback involves allowing the learner to know the accuracy of his or her elicited response in a non-threatening, non-evaluative atmosphere (Borich, 1988: 137; Arends, 1997:74; Fenstermacher & Soltis, 1998:1-2).

Edwards and Blair also added that to remain on-task, students need to know how they are doing. They need immediate and specific feedback about how they are performing so that they can make quick adjustments. The teacher needs to provide students with the information they need to continue their work successfully (Blair, 1988:36-37; Edwards, 2000:369).

Using group and individual activities as motivational aids is one of the indicators of engagement in the learning process. It is believed that when performance contracts, programmed texts, games and simulations, and learning centers are individualized, some students can be directed to work independently according to their own, often special, learning needs when others are working on other activities (Borich, 1988:311).

In a similar manner, Ryburn and Forge added that children working individually could take their own time. The slow child is not hurried unduly, and the abler pupils are not held back. The teachers, dealing with individually, can get to know each child and so can provide for each child's special needs and interests. Children working on their own learn to think for themselves, and to depend upon themselves. They come to like the feeling of independence and of responsibility for their own development, of doing things rather than having things done for them or done to them (Ryburn and Forge, 1957:102).

Omotoso and Farrant too, support the above ideas by saying that what the pupil does in the lesson is more important than what the teacher does. All human beings learn better through activities and personal involvement (Farrant, 1980:117; Omotoso, 1995:20).

Using meaningful verbal praise is the other indicator of engagement in the learning process. It is noted that the most efficient means for motivating and engaging students in the learning process is the use of praise and encouragement. Surprisingly, the use of praise occupies relatively little class time of most teachers. It is also reported that on the average, only about 2 percent of a teacher's day is devoted to any kind of praise. Since praise is a strategy that is always available to the teacher, it can be one of the most effective means of motivating learner-when it is applied consistently and immediately after an acceptable response (Jacinta and Regina, 1981:117; Borich, 1988: 224; Edwards, 2000:241).

Aggarwal and Cangelosi too, stress that learning theories point out that the immediate knowledge of the results and positive reinforcers in the form of praise, grade, certificate, token money and other incentives can contribute to make the task of learning joyable (Aggarwal, 1996:70; Cangelosi 2000:32).

Research findings have also shown that praise was effective only when used under certain conditions and in particular ways and that too much praise, or praise used inappropriately, did not promote student learning (Stephens & Crawley, 1994: 132; Brophy and Evertson, 1974, Stallings, 1976 cited in Arends, 1997:74).

The final indicator of engagement in the learning process is monitoring seatwork. It is said that effective seatwork is an essential ingredient in keeping students on –task. It is easy for children to get distracted once seatwork begins, often because they have made poor transitions from preceding learning activities and seatwork. To make transitions properly, students must know precisely what to do and must have the necessary materials readily available. Once students begin their work, it is critical to monitor them (Blair, 1988:36-37; Brophy and Alleman, 1991 cited in ICDR, 1999: 87; Edwards, 2000:369).

Dunne and Wragg also suggested that in order for teachers to be able to awaken and maintain children's interest, pupils need to behave in a positive way. Again it is worth looking at the management of children's behavior from this same perspective... However, it is worth considering in this context the important matter of monitoring pupils' work.

According to them, monitoring pupils' work has eight levels of dimension. They are as follows:

- Observe children working and intervene to sustain the momentum of the work.
- Check children can follow and complete the work set.

- Monitor in order to sustain order and momentum of work; give appropriate feedback; keep simple records of evaluation.
- Monitor flow of work to sustain availability of resources and ensure efficient transitions; monitor use of time; detect problems of order early; keep thorough records of attainment.
- Explore children's understanding of work set; make appropriate observations and attempt hunches to explain children's responses; keep records of evaluation.
- Use monitoring to create hypotheses about children's difficulties; attempt to analyze text hunches; use monitoring to inform larger scale adjustments of teaching.
- Create time for and attempt deeper diagnosis of children's responses to tasks.
- Sustain a broad programme of diagnostic teaching (Dunne and Wragg, 1994:27)

To summarize, engagement in the learning process is the behavior that is related to student achievement and it is the amount of learning time devoted to an academic subject. It is also related to a teacher's task –orientation and to content coverage. Like other key behaviors, it has various indicators which facilitate teaching-learning process if used properly. And the other behavior that will be given emphasis is moderate-to-high success rate.

2.1.3.1.5 Moderate-to-High Success Rate

According to Borich (1988), this key behavior refers to the rate at which students understand and correctly complete exercises. It has been indicated that a crucial aspect of the research on task orientation and student engagement has been the level of difficulty of the material presented. In these studies, level of difficulty was measured by the rate at which students understood and correctly completed exercises. Accordingly, the levels of difficulty are as follows:

- High success, in which the student understands the task and makes only occasional careless errors,
- Moderate success in which the student has partial understanding but makes some substantive errors,
- Low success, in which the student does not understand the task at all (Borich, 1988:11).

Borich also suggested that there are some of the main indicators of student success. These are mentioned hereunder:

- Unit and lesson organization reflects task relevant prior learning
- Administers correctives immediately after initial response
- Divides lessons into small, easily digestible pieces
- Plans transitions to new content in small, easy- to- grasp steps
- Establishes momentum (e.g., pacing and intensity gradually build toward major milestones) (Borich, 1988:312).

Unit and lesson organization reflects task - relevant prior learning is the first indicator of student success rate. It is hoped that good unit planning means arranging lessons in a sequence that works for, not against, the teacher. Teachers may not be aware that a minor change in the order in which content is taught may create major savings in instructional time by making each new lesson relate to the previous lesson. This means that task-relevant prior knowledge taught earlier is placed immediately preceding, or as close in time as possible, to the lesson or lessons in which it will be needed. Effective unit planning means making each lesson work for the teacher by arranging a sequence of instruction that gradually builds in a logical and systematic order to his unit outcomes. This emphasizes the importance of establishing unit plans in the first place, because without them the teacher runs the risk of randomly throwing content at learners, some of

whom may be struggling to make the transition from earlier lessons and, finding none, will simply give up or tune out. If the teacher makes each new lesson a logical extension of the previous lesson; this will help secure moderate-to-high success rates during guided and independent practice (Kelly, 1982:134; Borich, 1988: 312-314).

The other indicator of moderate-to- high success rate is administering correctives immediately after initial response. It is believed that another essential behavior for securing moderate-to- high success rates in the provision of timely feedback. During guided practice, in which the desired behavior is being elicited for the first time, correctives should be given immediately after the learner's initial response. The time between practice and feedback has long been considered by educational psychologists to be one of the most important elements of learning. The longer feedback is delayed, the less likely it is to influence the learner's performance or subsequent attempts to produce the behavior... In order for the learner to link the teacher's feedback to his/her image of the response, the corrective must immediately follow (Borich,1988: 314; Burden, 1995: 161; Aggarwal, 1996:281).

Dividing lessons into small easily digestible pieces is the other indicator of student success rate. It is shown by experiments that even the dullest students can learn as effectively as the brightest students if the subject matter is presented to them in suitable small steps. When the teacher divides the task to be learnt into very small steps, and asks the students to learn only one step at a time, then probably all the students will be able to learn one small step at a time and sequentially learn all the steps. It is a difficult task to climb a mountain but once steps are built even a child can climb the mountain very easily. This is known as the 'principle of small steps' (Aggarwal, 1996: 280-281).

Burden and Keller also added that students are motivated to learn when they expect to be successful. Therefore, the teacher makes sure that they fairly consistently achieve success at their early level of understanding, then the teacher helps them ahead in small steps, preparing them for each new step so they can adjust without confusion or frustration. The teacher paces the students through activities as briskly as possible while thoroughly preparing them for new activities (Burden, 1995:158; Keller cited in Burden, 2003:124).

The next indicator of student success is planning transitions to new content in small, easy-to-grasp steps. It is reported that the behavior for establishing moderate-to-high success rates involves the necessary transition within and between lessons content. Although planning lesson content in bite-sized pieces will aid learners in making transitions between old and new content, this alone will not be sufficient to ensure moderate-to-high success rates. In addition, the teacher will need to organize unit and lesson content in ways that establish some overarching themes that can interconnect different parts of a unit or an extended lesson (Borich, 1988: 351).

Trotter too, added that the lesson should be logical because students need to see connections, they want a gentle progression from things familiar to something new. If there is abstract thinking to be achieved along the way, then it is safer to offer concrete examples to aid the less 'academic'. Even for those used to working in the abstract, it is easier to tie an idea to a picture than just to related concepts (Trotter, 1986: 30).

Various scholars supported the above ideas saying that transitions are movements from one activity to another. Thus, smooth transition allows one activity to flow into another without any breaks in delivery. Transitions that are not smooth create gaps in delivery. Approximately 15% of classroom time is said to be devoted to transitions (Arlin, 1979, Doyle, 1984, Smith, 1984, Rosenshine, 1980 cited in Burden 1995: 271).

The last indicator of student success rate is also establishing momentum. It is thought that momentum is an important to the teacher as it is to the symphonic conductor. Momentum may be the life blood of any good conductor, but it certainly is the life blood of all effective teachers. It is established by varying the pace at which stimuli are presented during the process of reaching a climax or key event. In teaching, this can be accomplished first by establishing cycles of weekly and monthly review ,feedback and testing and, then by gradually increasing pace and intensity as the time for the major event draws near (Borich, 1988: 317).

Burden also suggested that pacing is the speed at which the lesson proceeds. It is the rhythm, the ebb and flow, of a lesson. Effective pacing is neither too slow nor too fast. Adjustments in are made as the need warrants. To pace effectively, the teacher should not dwell too long on directions; distributes paper in a timely and efficient manner, and moves from one activity to another smoothly and without interruption. Classes that lack effective pacing may drag or may move at a pace where the students are unable to grasp the material (Burden, 1995:270, 2003:173).

On the whole, moderate-to- high success rate is one of those key behaviors that enhance effective teaching. Moderate-to- high success rates will produce mastery of the lesson content. And also they will provide an opportunity for the students to apply learned knowledge in some practical way, such as answering questions or solving problems. Exercises providing moderate-to- high success rates also allow the individual elements or pieces that are learned to fall into place, thereby providing a crucial final step in the learning process. So, if teachers devote sufficient time to this stage of learning, it will be found crucial for students and for those who may be slow learners. Hence, to make teaching by giving emphasis only for key behaviors alone is not suffice. In other words, paying great attention to helping behaviors is also essential.

2.1.3.2. The Five Helping Behaviors

According to Borich (1988), the five additional behaviors that are considered as catalytic or helping behaviors for performing the five key behaviors are the following:

- Using student ideas and contributions
- Structuring
- Questioning
- Probing
- Teacher affect (Enthusiasms) (Borich, 1988: 12-17).

2.1.3.2.1. *Use of Student Ideas and Contributions*

This behavior refers to acknowledging, modifying, applying, comparing, and summarizing students' statements. It is thought that any one of these activities could be useful in achieving one or more of the key behaviors. Depending on how and when the helping behaviors are applied, the key behaviors can be variously affected. Thus, the use of student ideas will be one of several ways to achieve these more general behaviors (Borich, 1988:12).

Flander (as cited in Borich, 1988: 12) also described the components of this behavior in the following manner:

- **Acknowledging:** Using the student's idea by repeating the nouns and logical connectives expressed by him/her.
- **Applying:** Using the student's idea to teach an inference or take the next step in a logical analysis of a problem.
- **Modifying:** Using the student's idea by rephrasing it or conceptualizing it in the teacher's own words.

- **Comparing:** Using the student's idea by drawing a relationship between it and ideas expressed earlier.
- **Summarizing:** Using what was said by an individual student or a group of student as a recapitulation of concepts.

Thus, the use of student ideas can increase the clarity and variety of a lesson as well as promote student engagement in the learning process.

2.1.3.2.2 Structuring

As stated by Borich (1988), structuring refers to teacher comments made at the start or end of a lesson for the explicit purpose of organizing what is to come or summarizing what has gone before. When used prior to an instructional activity or question, structuring provides an advance organizer for the students; it aids in their understanding and retention of the material. When used at the conclusion of an instructional activity or question, structuring reinforces learned content and places it in its proper relation to other content. Both these forms of structuring have been found to be related to student achievement and are useful catalysts for increasing the key behaviors (Borich, 1988: 13).

2.1.3.2.3. Questioning

Questioning is another important helping behavior. The art of questioning is one of the most important skills for a teacher. The variety he/she conveys to his/her students is determined in large measure by his /her flexible use of questions. Questions are rarely ends in themselves but rather a means of engaging students in the learning process by getting them to act on, work through, or think about the material presented (Borich, 1988:14).

2.1.3.2.4. *Probing*

Another helping behavior is probing. Probing refers to various statements a teacher makes to encourage students to elaborate upon and answer, either their own or another's. Probing may take the form of a general question but can also include various other expressions that elicit clarification about an answer given, solicit additional information about a response, or redirect a student's response in a more fruitful direction. Probing often is used to shift a discussion to some higher thought level. Generally, Student achievement is greatest when eliciting, soliciting and, if necessary, redirecting occur in cycles in order to systematically lead the discussion to a higher level of complexity, such as when interrelationships, generalizations and problem solutions are being sought. In this manner a lesson may begin with a simple fact question, and then, by eliciting clarification of student responses, soliciting new information, or redirecting an answer, move to a higher level involving generalizations, abstractions, and the drawing of inferences (Borich, 1988:16).

2.1.3.2.5. *Enthusiasm*

Enthusiasm refers to the teacher's vigor, power, involvement, excitement, and interest during a classroom presentation. Enthusiasm can be conveyed to students in many ways: the most common include vocal inflection, gesturing, eye contact, and animation. Researchers have usually considered enthusiasm part of a larger category of behavior called teacher affect. This larger category includes such behaviors as use of criticism, non-verbal approval, and praise, denoting the degree to which the teacher possesses a warm, nurturing and encouraging attitude (Borich, 1988:17).

CHAPTER THREE

3. DESIGN OF THE STUDY

The main purpose of this study is to appraise the extent to which would-be teachers teach in the teaching practice effectively when seen in light of the five key behaviors. The study is basically descriptive in nature. The target population was the prospective graduates of 2003/2004 of Arba Minch Teachers' Training Institute. Using systematic sampling technique one hundred sixty eight subjects were selected from the total six hundred seventy trainees.

3.1 Sampling Procedure

To select the subjects, the list of student-teachers obtained from the student dean's office and the list of student-teachers was arranged in alphabetical order to get the required samples.

To supplement the information obtained from the student- teachers, three teachers teaching Amharic and five teachers teaching English language in the Institute were also taken as another data source by using purposive sampling technique. Both Amharic and English teachers in the Institute are eight in number.

Moreover, thirty student- teachers were taken for the purpose of data collection through observation while they were practicing teaching. These were taken out of one hundred sixty eight student-teachers by purposive sampling technique and studied with their pupils of grade 4 in their respective schools of Kulufo, Sarmale, Arba Minch, Yetnebersh, Sikela, Garo and Chamo Primary Schools in Arba Minch town.

The student-teachers in this program were told that thirty of them would be teaching Amharic and English for three weeks during the one month teaching practice session.

3.2 Instruments of Data Collection

Observation is the process in which one or more persons observe what is occurring in some real-life situations, and they classify and record pertinent happenings according to some planned scheme. It is used to evaluate the overt behavior of individuals in controlled and uncontrolled situations. Observational methods have occupied an important place in descriptive educational research. Hence, the principal way of collecting information for the study was observation. Because classroom observations unlike other instruments, are "data sources that can be used during the paramount events of instruction" (Cangelosi, 1991:47). Besides, classroom observations are the most basic and direct (not derived) method of securing behavioral data (Burrough, 1975). In addition to the observations, questionnaire was also used as data gathering instrument.

3.2.1. Observation Scales

Observation was the main instrument used to appraise the teaching effectiveness. To this effect, observation scales were designed to gather data for the study. Items were developed by adopting Borich's observation instrument (Borich, 1988:332-334) (See Appendix A and B). The scales consist of two forms:

Form 1- used to appraise teachers who teach Amharic and English in the Institution and Form 2- used to appraise student-teachers in their teaching practice.

Form 1- a scale that was used to appraise effective teaching that has five key behaviors; i.e. clarity, variety, task orientation, engagement and student success rate. Again clarity has seven indicators; variety has six indicators; task orientation, engagement and student success rate each has five indicators respectively. Totally, there are 28 indicators that indicate teaching effectiveness.

Form 2- (an observation scale) was employed to appraise teaching effectiveness while student-teachers are practicing teaching. Also, this form has five key behaviors and each five key behaviors have its own indicators similar to Form 1.

Each of the five key behaviors in the scale embraces a number of indicators defined in terms of three-point scales, ranging from a low value of zero to a high value of three. Every indicator has four basic levels, the extremes of not done and highly done, or zero and three on the scales. The lower levels, zero and one represent poor, well below minimum standards for the indicator in question, point two represents medium performance or moderate quality, while the top level, three represents high quality. Hence, the observation scale Forms 1 and 2 have 28 items defined in terms of four-point scales as mentioned above.

Thus, to carry out classroom observation, the procedures below were followed:

1. The observation scale was given to six colleagues from Curriculum and Instruction Department for judgment and then to get feedback to address face validity (that the instrument look good) and content validity (that the instrument involves relevant content geared to problem of concern).
2. Three observers who had equal qualification with the researcher were trained for four hours in how to use the observation scale, and how to tally the observed activities of teachers in teaching-learning process in the classroom. These observers were employed and trained for

the purpose of testing an inter-observer agreement, which assisted to determine the reliability of the observational instrument.

To this effect, two sections of Amharic classrooms were taken from private Institution, namely, Omo Teachers' Training Institute in Arba Minch town. Thus, observation took place in Omo TTI while teachers of each section were teaching the same lesson two times, in two different periods (sessions). The reliability of the instrument was, then, determined by computing correlation coefficient of scores recorded by the three trained observers and by the researcher himself. The computed correlation coefficient is summarized as follows (See Appendix-D for detail).

Table 1: Correlation Coefficient of Inter- Observer Agreement

Observed section	Observer 1 (The researcher)	Observer 2 (Trained observer)	Observer 3 (Trained observer)	Observer 4 (Trained observer)	Average
1	0.87	0.90	0.96	0.95	0.92
2	0.93	0.95	0.94	0.96	0.95
<i>Inter-observer average</i>					0.94

As can be seen from the table the inter-observer agreement correlation coefficient is very high (0.94), and for this reason the instrument is reliable for collecting data of classroom instruction.

3. Necessary improvements of the observation scale were made after taking the comments of judges and the reliability coefficient into consideration.
4. The researcher clarified to the observed teachers that the purpose of the observation was not evaluative, but limited to research undertaking. This was done with an intention of confirming the guarantee for the psychological and social risks that observed teachers might face.

- 5 Finally, three Amharic and five English teachers were observed for three consecutive periods in Arba Minch TTI. Each observation had a week interval. Thus, a total of 24 periods (3x3 and 5x3) were used to observe three Amharic teachers and five English teachers in the Institute.
- 6 Moreover, thirty student teachers were observed for three periods in Amharic and three periods in English class respectively. Each observation had at least a week interval. Thus, a total of 180 periods (30x6) was used to observe the sample student-teachers. Two observers were assigned to observe each student-teacher while he/she was practicing teaching in each classroom.

Besides, recognizing the effect of the presence of an observer in a classroom, the researcher and his assistants made themselves inconspicuous so as not to attract attention of learners and teachers unnecessarily. For instance, like clothing style that is different from the others in the class.

3.2.2. Questionnaire For Student-Teachers

A questionnaire that contains 28 items was developed by the researcher and used to collect relevant data to supplement information gathered through observation. The items, which were developed for the observation purpose, were directly translated into Amharic so that student-teachers could easily suggest their feeling about their teachers how they train them in the class (See appendix-C). So, the draft questionnaire was given to professionals (on the area) for judgment.



After the comments of judges, slight improvements of the questionnaire were made. Then, it was duplicated and pilot-tested on 20 student-teachers at Omo TTI. The final draft of the questionnaire was, then, stenciled, duplicated and distributed to 168 student-teachers.

3.3. Data Collection Procedure

Before data collection procedure took place, the researcher selected three teachers with first-degree qualification, who were knowledgeable about pedagogical science, were well trained and oriented on the objectives of the study and the instruments employed.

So, the data collection was carried out in three phases by the researcher and his assistants. During the first phase, the researcher collected data through observation while three Amharic and five English teachers were training student-teachers in Amharic and English classrooms. The researcher observed each teacher for three consecutive periods. In gathering data through direct observation, Samph (1979:133), remarked that observers should be aware of the effect of their presence and should strive to develop techniques for reducing their influence. Hence, before observations take place, teachers were advised to continue their own program as usual.

In the second phase, the researcher together with his assistants distributed the questionnaire to the student -teachers and also in the third phase data were collected by the researcher and his assistants through observation where student-teachers were practicing teaching in Arba Minch town in seven primary schools, namely, Sarmale, Kulufo, Arba Minch, Yetnebersh, Garo, Chamo and Sikela. Thirty student teachers were taken for observation programme from 168-sampled population who answered questionnaire to get additional information for the study.

Lastly, the three trained observers and the researcher observed each student teacher for three consecutive periods while they were teaching each subjects. Before observations took place, care was taken to confine them that this will not in any way affect their grades for the course. They were also told that this was a purely voluntary undertaking and that they had no reason to be frightened of the observation.

As mentioned previously, Forms 1 and 2 have similar purpose. The observation scale Form 1 was developed to observe teachers. It contained five key behaviors and these behaviors also contained 28 indicators defined in terms of four-point scales, ranging from the lowest value of zero to the highest value of three. During the observation, the researcher and his assistants rated each indicator from zero to three.

The observation scale Form 2 was also developed to observe student-teachers while they were practicing teaching. It is also similar to Form 1 in all aspects.

Since the researcher gave description of the objectives of the study for those who are concerned at all levels before conducting the observation and administering the questionnaire, he got special cooperation and succeeded in obtaining the necessary data. The questionnaire from student-teachers were filled in and returned.

3.4. Methods of Data Analysis

The basic questions of this study were tested based on the data procured through observation scale and questionnaire. Scores of the collected data were determined by counting the tally marks. After summing up the tally marks, the data were summarized and presented using tables. Tables showing the frequency and percentage of key behaviors and their indicators of effective

teaching were used. Analysis of the data and conclusions of the study was made based on proportions (or percentages) of each key behavior with its indicator. The researcher with the help of assistants accomplished sorting, tallying and tabulating the collected data. And, the computations of quantitative data were made using a calculator.

CHAPTER FOUR

4. PRESENTATIONS, DISCUSSION AND INTERPRETATION

This chapter discusses the findings obtained through two kinds of instruments; i.e., questionnaires and observation scales. Information gathered through questionnaire and observation scales prepared for appraising the teaching practices is presented, analyzed, discussed and interpreted. The five key behaviors included, here, are Clarity, Variety, Task Orientation, Engagement and Moderate - to - High Success Rates.

4.1 Presentation of Data Obtained through Questionnaire & Observation

The information gathered through questionnaire and observation regarding lesson clarity is presented in Tables 2 through 4 as follows:

Table 2: Number and Percentage of Student-Teachers Regarding their Responses to Items of Lesson Clarity

Key Behavior	Indicators of Effectiveness of Clarity	T	Yes		No		Total	
			F	%	F	%	F	%
Clarity	1. Does the teacher inform learners the lesson objective?	A.T	68	40.48	100	59.52	168	100
		E.T	74	44.05	94	55.95	168	100
	2. Does the teacher provide learners with an advance organizer?	A.T	63	37.5	105	62.5	168	100
		E.T	75	44.64	93	55.36	168	100
	3. Does the teacher check for task-relevant prior learning at the beginning of the lesson?	A.T	95	56.55	73	43.45	168	100
		E.T	106	63.10	62	36.90	168	100
	4. Does the teacher give directives slowly and distinctly?	A.T	89	52.98	79	47.02	168	100
		E.T	105	62.5	63	37.5	168	100
	5. Does the teacher know ability levels and teach at slightly above learners' current level of functioning?	A.T	93	55.36	75	44.64	168	100
		E.T	88	52.38	80	47.62	168	100
	6. Does the teacher use examples, illustrations, or demonstrations to explain and clarify content in text?	A.T	96	57.14	72	42.86	168	100
		E.T	100	59.52	68	40.48	168	100
	7. Does the teacher provide review or summary at the end of each lesson?	A.T	98	58.33	70	41.67	168	100
		E.T	85	50.60	83	49.40	168	100

Note: F - frequency of the respondents that responded to the indicators of effectiveness

T - teacher

A.T - Amharic teacher

E.T - English teacher

As can be seen in Table 2, about 60 percent and 56 percent of the respondents replied that Amharic and English teachers of the Institute had not informed learners about the lesson objective respectively.

Similarly, one can observe from the data that a large number of respondents (about 63 percent) claimed that Amharic teachers had not provided learners with an advance organizer. More than half of respondents (about 55 percent) replied that English teachers had not provided learners with an advance organizer, too.

On the other hand, more than half of respondents (about 57 percent) reported that Amharic teachers had checked for task-relevant prior learning at the beginning of the lesson. In a similar manner, large numbers of respondents (about 63 percent) also responded that English teachers had checked for task-relevant prior learning at beginning of the lesson.

In the same vein, nearly half of the respondents (about 53 percent) regarding Amharic teachers and the majority of respondents (about 63 percent) regarding English teachers reported that both teachers had given directives slowly and distinctly.

Furthermore, slightly more than half of respondents (about 55 percent) as regards Amharic teachers and respondents (about 52 percent) as regards English teachers, reported that both Amharic and English teachers had known ability levels and taught at slightly above learners' current level of functioning.

Similarly, it is also possible to observe from the data that more than half of respondents (about 57 percent) concerning Amharic teachers and the majority of respondents (about 60 percent) concerning English teachers responded that Amharic and English teachers had used examples, illustrations, or demonstrations to explain and clarify content in text.

In the same way, more than half of respondents (about 58 percent) regarding Amharic teachers and half of respondents (about 51 percent) regarding English teachers reported that Amharic and English teachers had provided review or summary at the end of each lesson.

Table 3: Number and Percentage of Amharic and English Teachers of TTI Who Practiced the Indicators of Effectiveness in Instructional Clarity

Key Behavior	Indicators of Effectiveness of Clarity	T	Observation									
			Level of Effectiveness									
			Not Done		Low		Medium		High		Total	
			F	%	F	%	F	%	F	%	F	%
Clarity	1. Informs learners about the lesson objective	A.T	-	-	2	66.67	1	33.33	-	-	3	100
		E.T	-	-	3	60	1	20	1	20	5	100
	2. Provides learners with an advance organizer	A.T	2	66.67	1	33.33	-	-	-	-	3	100
		E.T	3	60	2	40	-	-	-	-	5	100
	3. Checks for task-relevant prior learning at beginning of the lesson	A.T	-	-	-	-	2	66.67	1	33.33	3	100
		E.T	-	-	1	20	3	60	1	20	5	100
	4. Gives directives slowly and distinctly	A.T	-	-	-	-	2	66.67	1	33.33	3	100
		E.T	-	-	1	20	3	60	1	20	5	100
	5. Knows ability levels and teaches slightly above learners' current level of functioning	A.T	-	-	1	33.33	2	66.67	-	-	3	100
		E.T	-	-	1	20	4	80	-	-	5	100
	6. Uses examples, illustrations, or demonstrations to explain and clarify content in text	A.T	-	-	1	33.33	2	66.67	-	-	3	100
		E.T	-	-	1	20	3	60	1	20	5	100
	7. Provides review or summary at the end of each lesson	A.T	-	-	1	33.33	2	66.67	-	-	3	100
		E.T	-	-	2	40	3	60	-	-	5	100

Note: T - teacher

F - frequency of teachers practiced the indicators of effectiveness

A.T - Amharic teachers

E.T - English teachers

As can be seen in Table 3, it was observed that the greater number of Amharic teachers (about 67 percent) and English teachers (60 percent) had rarely informed learners about the lesson objective in the learning process. This was ascertained by the fact that the emphasis given to inform the learners about the lesson objective was low for it was rated "low".

One can also observe that large numbers of Amharic teachers (about 67 percent) and English teachers (60 percent) have not provided learners with an advance organizer. And the remaining Amharic and English teachers' performance regarding the provision of learners with an advance organizer was rated low, about 33 percent and 40 percent respectively.

On the other hand, the performance of the majority of Amharic and English teachers concerning checking for task-relevant prior learning at the beginning of the lesson was rated medium, about 67 percent and 60 percent respectively.

Similarly, it was observed that the majority of Amharic and English teachers had given directives slowly and distinctly as it can be seen in Table 3. This was rated medium. Also the remaining performance of few Amharic and English teachers was rated high, about 33 percent and 20 percent respectively.

Likewise, as can be seen from Table 3, Amharic teachers (about 67 percent) and English teachers (80 percent) knew ability levels and taught at slightly above learners' current level of functioning. This was rated medium, however.

Furthermore, as it is observed from Table 3, the majority of Amharic teachers (about 67 percent) and English teachers (60 percent) used examples, illustrations, or demonstrations to explain and clarify content in text. This was rated medium.

Similarly, as indicated in Table 3, the majority of Amharic teachers (about 67 percent) and English teachers (60 percent) have provided review or summary at the end of each lesson in a medium level.



Table 4: Number and Percentage of Student Teachers Who Practiced the Indicators of Effectiveness in Instructional Clarity

Key Behavior	Indicators of Effectiveness of Clarity	ST	Observation									
			Level of Effectiveness									
			Not Done		Low		Medium		High		Total	
			F	%	F	%	F	%	F	%	F	%
Clarity	1. Informs learners about the lesson objective	ST.A	5	16.67	15	50	7	23.33	3	10	30	100
		ST.E	5	16.67	17	56.67	6	20	2	6.67	30	100
	2. Provides learners with an advance organizer	ST.A	15	50	10	33.33	5	16.67	-	-	30	100
		ST.E	10	33.33	13	43.33	7	23.33	-	-	30	100
	3. Checks for task-relevant prior learning at beginning of the lesson	ST.A	-	-	3	10	20	66.67	7	23.33	30	100
		ST.E	-	-	5	16.67	19	63.33	6	20	30	100
	4. Gives directives slowly and distinctly	ST.A	-	-	3	10	22	73.33	5	16.67	30	100
		ST.E	-	-	4	13.33	20	66.67	6	20	30	100
	5. Knows ability levels and teaches at slightly above learners' current level of functioning	ST.A	-	-	16	53.33	11	36.67	3	10	30	100
		ST.E	-	-	18	60	8	26.67	4	13.33	30	100
	6. Uses examples, illustrations, and demonstrations to explain and clarify content in text	ST.A	3	10	2	6.67	19	63.33	6	20	30	100
		ST.E	5	16.67	3	10	18	60	4	13.33	30	100
	7. Provides review or summary at the end of each lesson	ST.A	5	16.67	6	20	15	50	4	13.33	30	100
		ST.E	2	6.67	3	10	17	56.67	8	26.67	30	100

Note: ST - student teacher

F - frequency of student (would-be) teachers practiced the indicators of effectiveness

ST. A- student (would-be) teachers teaching Amharic

ST. E - student (would-be) teachers teaching English

Table 4 depicts that half of would-be Amharic teachers (50 percent) and more than half of would-be English teachers (about 57 percent) have informed learners in low manner about the lesson objective in the learning process.

One can observe that half of would-be Amharic teachers (50 percent) and small number of English teachers (about 33 percent) did not provide learners with an advance organizer. And the remaining would-be Amharic and English teachers' performance concerning the provision of learners with an advance organizer was rated low, about 33 percent and 43 percent respectively.

On the other hand, the majority of would-be Amharic teachers (about 67 percent) and English teachers (about 63 percent) checked for task-relevant prior learning at beginning of the lesson was rated medium. Whereas the would-be Amharic teachers (about 23 percent) and English teachers (20 percent) were rated high because of their checking for task-relevant prior learning at beginning of the lesson.

Furthermore, it is apparent from the data that the great majority of would-be Amharic teachers (about 73 percent) and English teachers (about 67 percent) have given directives slowly and distinctly. This was rated medium. And the remaining would-be Amharic teachers (about 17 percent) and English teachers (20 percent) were rated high.

On the other hand, it is also possible to observe that more than half of would-be Amharic teachers (about 53 percent) and English teachers (60 percent) knew in a low manner about ability levels and taught at slightly above learners' current level of functioning. This was rated low.

As it is observed from Table 4, the majority of would-be Amharic teachers (about 63 percent) and English teachers (60 percent) used examples, illustrations, or demonstrations moderately to explain and clarify content in text.

Similarly, it is apparent from the table that half of would-be Amharic teachers and more than half of English teachers have provided review or summary at the end of the lesson. This was rated medium, 50 percent and about 57 percent respectively.

The information gathered through questionnaire and observation concerning lesson variety is presented in Tables 5 through 7 as follows:

Table 5: Number and Percentage of Student-Teachers Regarding their Responses to Items of Instructional Variety

Key Behavior	Indicators of Effectiveness of Variety	T	Yes		No		Total	
			F	%	F	%	F	%
Variety	8. Does the teacher use attention-gaining devices?	A.T	69	41.07	99	58.93	168	100
		E.T	78	46.43	90	53.57	168	100
	9. Does the teacher show enthusiasm and animation through variation in eye contact, voice and gestures?	A.T	87	51.79	81	48.21	168	100
		E.T	92	54.76	76	45.24	168	100
	10. Does the teacher vary mode of presentation?	A.T	86	51.19	82	48.81	168	100
		E.T	89	52.98	79	47.02	168	100
	11. Does the teacher use a mix of rewards and reinforcers?	A.T	66	39.29	102	60.71	168	100
		E.T	73	43.45	95	56.55	168	100
	12. Does the teacher incorporate student ideas or participation in some aspects of the instruction?	A.T	93	55.36	75	44.64	168	100
		E.T	88	52.39	80	47.61	168	100
	13. Does the teacher vary types of questions?	A.T	61	36.31	107	63.69	168	100
		E.T	82	48.81	86	51.19	168	100

As Table 5 indicates Amharic and English teachers of the Institute did not practice the use of attention gaining devices. This was reported by more than half of respondents, about 59 percent and 54 percent respectively.

On the other hand, more than half of respondents (about 52 percent and 55 percent respectively) replied that Amharic and English teachers of the Institute had shown enthusiasm and animation through variation in eye contact, voice and gestures.

Similarly, as can be seen from the data, Amharic and English teachers had varied mode of presentation. This was made certain by more than half of respondents, about 51 percent and 53 percent respectively.

On the other hand, Amharic and English teachers had not used a mix of rewards and reinforcers. This was reported by majority of respondents, about 61 percent and 57 percent respectively.

Similarly, more than half of respondents (about 55 percent and 52 percent respectively) replied that Amharic and English teachers had incorporated student ideas or participation in some aspects of the instruction.

Table 5 also shows that Amharic and English teachers had not used various types of questions in their lesson. The majority of respondents, about 64 percent and 51 percent respectively, reported this.

Table 6: Number and Percentage of Amharic and English Teachers of TTI Who Practiced the Indicators of Effectiveness in Instructional Variety

Key Behavior	Indicators of Effectiveness of Variety	T	Observation									
			Level of Effectiveness									
			Not Done		Low		Medium		High		Total	
			F	%	F	%	F	%	F	%	F	%
Variety	8. Uses attention gaining devices	A.T	-	-	2	66.67	1	33.33	-	-	3	100
		E.T	-	-	3	60	1	20	1	20	5	100
	9. Shows enthusiasm and animation through variation in eye contact, voice and gestures	A.T	-	-	1	33.33	2	66.67	-	-	3	100
		E.T	1	20	1	20	3	60	-	-	5	100
	10. Varies mode of presentation	A.T	-	-	1	33.33	2	66.67	-	-	3	100
		E.T	-	-	2	40	3	60	-	-	5	100
	11. Uses a mix of rewards and reinforcers	A.T	-	-	2	66.67	1	33.33	-	-	3	100
		E.T	-	-	3	60	1	20	1	20	5	100
	12. Incorporates student ideas or participation in some aspects of the instruction	A.T	-	-	-	-	2	66.67	1	33.33	3	100
		E.T	-	-	1	20	3	60	1	20	5	100
	13. Varies types of questions	A.T	-	-	2	66.67	1	33.33	-	-	3	100
		E.T	-	-	3	60	1	20	1	20	5	100

As regards the use of attention-gaining devices, findings indicate that the majority of Amharic teachers (about 67 percent) and English teachers (60 percent) were rated low.

On the other hand, a lot of Amharic teachers (about 67 percent) and English teachers (60 percent) were rated medium as regards the habit of showing enthusiasm and animation through variation in eye contact, voice and gestures.

Furthermore, most of Amharic teachers (about 67 percent) and English teachers (60 percent) were also rated medium as concerns the use of varying mode of presentation of a lesson in the teaching learning process.

Similarly, Amharic teachers (about 67 percent) and English teachers (60 percent) were rated medium for their tendency to use a mix of rewards and reinforcers.

In the same vein, a large number of Amharic teachers (about 67 percent) and English teachers (60 percent) were rated medium for the reason that they incorporated student ideas or participation in some aspects of the instruction.

On the other hand, most of Amharic teachers (about 67 percent) and English teachers (60 percent) were rated low because of their low performance of using various types of questions in their lessons.

Table 7: Number and Percentage of Student Teachers Who Practiced the Indicators of Effectiveness in Instructional Variety

Key Behavior	Indicators of Effectiveness of Variety	ST	Observation									
			Level of Effectiveness									
			Not Done		Low		Medium		High		Total	
			F	%	F	%	F	%	F	%	F	%
Variety	8. Uses attention gaining devices	ST.A	6	20	16	53.33	8	26.67	-	-	30	100
		ST.E	7	23.33	18	60	5	16.67	-	-	30	100
	9. Shows enthusiasm and animation through variation in eye contact, voice and gestures	ST.A	5	16.67	6	20	17	56.67	2	6.67	30	100
		ST.E	3	10	5	16.67	19	63.33	3	10	30	100
	10. Varies mode of presentation	ST.A	5	16.67	16	53.33	9	30	-	-	30	100
		ST.E	6	20	14	46.67	10	33.33	-	-	30	100
	11. Uses a mix of rewards and reinforcers	ST.A	7	23.33	15	50	6	20	2	6.67	30	100
		ST.E	5	16.67	17	56.67	5	16.67	3	10	30	100
	12. Incorporates student ideas or participation in some aspects of the instruction	ST.A	-	-	6	20	18	60	6	20	30	100
		ST.E	3	10	5	16.67	17	56.67	5	16.67	30	100
	13. Varies types of questions	ST.A	2	6.67	17	56.67	8	26.67	3	10	30	100
		ST.E	3	10	15	50	7	23.33	5	16.67	30	100

Regarding the use of attention gaining devices, Table 7 shows that would-be Amharic teachers (20 percent) and English teachers (about 23 percent) have not used attention gaining devices. And would-be Amharic teachers (about 53 percent) and English teachers (60 percent) have used attention-gaining devices in a low manner as it was rated low.

On the other hand, more than half of would-be Amharic teachers (about 57 percent) and English teachers (about 63 percent) were rated medium as concerns showing enthusiasm and animation through variation in eye contact, voice and gestures.

On the contrary, more than half of would-be Amharic teachers (about 53 percent) and English teachers (about 47 percent) were rated low because their use of varying mode of presentation of a lesson was low in the teaching learning process.

Similarly, nearly half of would-be Amharic and English teachers have used a mix of rewards and reinforcers in a low manner. Because of this it was rated low, 50 percent and about 57 percent respectively.

On the other hand, the majority of would-be Amharic teachers (60 percent) and more than half of English teachers (about 57 percent) were rated medium for the reason that they incorporated student ideas or participation in some aspects of the instruction. Also a small number of would-be Amharic and English teachers were rated high, 20 percent and about 17 percent respectively.

As regards the use of varying types of questions, more than half of would-be Amharic teachers (about 57 percent) and English teachers (50 percent) were rated low for their low performance.

The information gathered through questionnaire and observation as regards task-orientation is presented in Table 8 through 10 as follows:

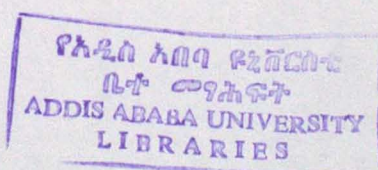


Table 8: Number and Percentage of Student-Teachers Regarding their Responses to Items of Task Orientation

Key Behavior	Indicators of Effectiveness of Task Orientation	T	Yes		No		Total	
			F	%	F	%	F	%
Task Orientation	14. Does the teacher develop unit and lesson plans and teach in accordance with text and curriculum guide?	A.T	92	54.76	76	45.24	168	100
		E.T	108	64.29	60	35.71	168	100
	15. Does the teacher handle administrative and clerical interruptions efficiently?	A.T	98	58.33	70	41.67	168	100
		E.T	85	50.60	83	49.40	168	100
	16. Does the teacher stop misbehavior with a minimum of disruption to the class?	A.T	86	51.19	82	48.81	168	100
		E.T	93	55.35	75	44.61	168	100
	17. Does the teacher select the most appropriate instructional method for the objectives being taught?	A.T	109	64.88	59	35.12	168	100
		E.T	96	57.14	72	42.86	168	100
	18. Does the teacher establish schedule in which major classroom activities begin and end with clearly visible events?	A.T	88	52.38	80	47.62	168	100
		E.T	96	57.14	72	42.86	168	100

As can be seen in Table 8, respondents (about 55 percent and 64 percent respectively) reported that Amharic and English teachers had developed unit and lesson plans and taught in accordance with text and curriculum guide.

In the same vein, findings indicate that Amharic and English teachers had handled administrative and clerical interruptions efficiently. Respondents, about 58 percent and 51 percent, reported this respectively.

Similarly, it is also possible to note from Table 8 that Amharic and English teachers had used to stop misbehavior with a minimum of disruption to the class. This was reported by more than half of respondents, about 51 percent and 55 percent respectively.

Furthermore, as can also be seen in Table 8, Amharic and English teachers had selected the most appropriate instructional method for the objectives being taught, about 65 percent and 57 percent respectively.

Moreover, it is also observed from the above table that respondents (about 52 percent and 57 percent respectively) responded that Amharic and English teachers had established schedule in which major classroom activities begin and end with clearly visible events.

Table 9: Number and Percentage of Amharic and English Teachers of TTI Who Practiced the Indicators of Effectiveness in Task Orientation

Key Behavior	Indicators of Effectiveness of Task Orientation	T	Observation									
			Level of Effectiveness									
			Not Done		Low		Medium		High		Total	
			F	%	F	%	F	%	F	%	F	%
Task Orientation	14. Develops unit and lesson plans and teaches in accordance with text and curriculum guide	A.T	-	-	-	-	2	66.67	1	33.33	3	100
		E.T	-	-	-	-	3	60	2	40	5	100
	15. Handles administrative and clerical interruptions efficiently	A.T	-	-	-	-	2	66.67	1	33.33	3	100
		E.T	-	-	1	20	3	60	1	20	5	100
	16. Stops misbehavior with a minimum of disruption to the class	A.T	-	-	-	-	2	66.67	1	33.33	3	100
		E.T	-	-	-	-	3	60	2	40	5	100
	17. Selects the most appropriate instructional method for the objectives being taught.	A.T	-	-	-	-	2	66.67	1	33.33	3	100
		E.T	-	-	1	20	3	60	1	20	5	100
	18. Establishes Schedule in which major classroom activities begin and end with clearly visible events.	A.T	-	-	1	33.33	2	66.67	-	-	3	100
		E.T	-	-	1	20	3	60	1	20	5	100

Table 9 shows that the majority of Amharic teachers (about 67 percent) and English teachers (60 percent) were rated medium regarding the development of unit and lesson plans and teach in accordance with text and curriculum guide. And the remaining Amharic teachers (about 33 percent) and English teachers (40 percent) have shown encouraging performance that was rated high.

In the same way, a large number of Amharic teachers (about 67 percent) and English teachers (60 percent) were rated medium concerning how to handle administrative and clerical interruptions efficiently.

Moreover, the majority of Amharic teachers (about 67 percent) and English teachers (60 percent) were rated medium for the reason that they had stopped misbehavior with a minimum of disruption to the class; whereas the remaining Amharic teachers (about 33 percent) and English teachers (40 percent) were rated high.

Similarly, the larger number of Amharic teachers (about 67 percent) and English teachers (60 percent) were rated medium for their selection of the most appropriate instructional method for the objectives being taught.

Furthermore, the majority of Amharic teachers (about 67 percent) and English teachers (60 percent) were rated medium as regards the establishment of schedule in which major classroom activities begin and end with clearly visible events.

Table 10: Number and Percentage of Student-Teachers Who Practiced the Indicators of Effectiveness in Task Orientation

Key Behavior	Indicators of Effectiveness of Task Orientation	ST	Observation									
			Level of Effectiveness									
			Not Done		Low		Medium		High		Total	
			F	%	F	%	F	%	F	%	F	%
Task Orientation	14. Develops unit and lesson plans and teaches in accordance with text and curriculum guide	ST.A	-	-	4	13.33	21	70	5	16.67	30	100
		ST.E	-	-	5	16.67	19	63.33	6	20	30	100
	15. Handles administrative and clerical interruptions efficiently	ST.A	-	-	8	26.67	16	53.33	6	20	30	100
		ST.E	-	-	7	23.33	18	60	5	16.67	30	100
	16. Stops misbehavior with a minimum of disruption to the class	ST.A	-	-	7	23.33	19	63.33	4	13.33	30	100
		ST.E	-	-	10	33.33	17	56.67	3	10	30	100
	17. Selects the most appropriate instructional method for the objectives being taught	ST.A	-	-	15	50	12	40	3	10	30	100
		ST.E	-	-	17	56.67	11	36.67	2	6.67	30	100
	18. Establishes schedule in which major classroom activities begin and end with clearly visible events	ST.A	-	-	16	53.33	11	36.67	3	10	30	100
		ST.E	-	-	18	60	8	26.67	4	13.33	30	100

Table 10 depicts that the majority of would-be Amharic teachers (70 percent) and English teachers (about 63 percent) were rated medium as regards the development of unit and lesson plans and teach in accordance with text and curriculum guide. And the remaining would-be Amharic teachers (about 17 percent) and English teachers (20 percent) have shown encouraging performance that was rated high.

Furthermore, more than half of would-be Amharic teachers (about 53 percent) and English teachers (60 percent) were rated medium concerning how to handle administrative and clerical interruptions efficiently; whereas the remaining would-be Amharic teachers (20 percent) and English teachers (about 17 percent) were rated high.

In the same vein, the majority of would-be teachers (about 63 percent) and English teachers (about 57 percent) were rated medium for the reason that they had stopped misbehavior with a minimum of disruption to the class.

On the other hand, half of would-be Amharic teachers (50 percent) and English teachers (about 57 percent) were rated low for their low selection of the most appropriate instructional method for the objective being taught.

Similarly, more than half of would-be Amharic teachers (about 53 percent) and English teachers (60 percent) were rated low as concerns the establishment of schedule in which major classroom activities begin and end with clearly visible events.

The information gathered through questionnaire and observation regarding engagement is presented in Tables 11 through 13 as follows:

Table 11: Number and Percentage of Student-Teachers Regarding their Response to Items of Engagement

Key Behavior	Indicators of Effectiveness of Engagement	T	Yes		No		Total	
			F	%	F	%	F	%
Engagement	19. Does the teacher provide for guided practice?	A.T	78	46.43	90	53.57	168	100
		E.T	83	49.40	85	50.60	168	100
	20. Does the teacher use group and individual activities as motivational aids when necessary?	A.T	103	61.31	65	38.69	168	100
		E.T	110	65.48	58	34.52	168	100
	21. Does the teacher provide correctives for guided practice in a non-evaluative atmosphere?	A.T	64	38.10	104	61.90	168	100
		E.T	73	43.45	95	56.55	168	100
	22. Does the teacher use meaningful verbal praise?	A.T	70	41.67	98	58.33	168	100
		E.T	56	33.33	112	66.67	168	100
	23. Does the teacher monitor seatwork by circulating and frequently checking progress?	A.T	88	52.38	80	47.62	168	100
		E.T	102	60.71	66	39.29	168	100

Table 11 shows that respondents (about 54 percent and 51 percent respectively) reported that Amharic and English teachers had not provided for guided practice. On the other hand, the majority of respondents (about 61 percent and 65 percent respectively) replied that Amharic and English teachers had used group and individual activities as motivational aids when necessary.

On the contrary, large numbers of respondents (about 62 percent and 57 percent respectively) responded that both Amharic and English teachers had not provided correctives for guided practice in a non-evaluative atmosphere.

Similarly, respondents (about 58 percent and 67 percent respectively) reported that Amharic and English teachers had not used meaningful verbal praise in their lesson.

On the other hand, respondents (about 52 percent and 61 percent respectively) replied that Amharic and English teachers had monitored seatwork by circulating and frequently checking progress.

Table 12: Number and Percentage of Amharic and English Teachers of TTI Who Practiced the Indicators of Effectiveness in Engagement

Key Behavior	Indicators of Effectiveness of Engagement	T	Observation									
			Level of Effectiveness									
			Not Done		Low		Medium		High		Total	
			F	%	F	%	F	%	F	%	F	%
Engagement	19 Provides for guided practice	A.T	-	-	2	66.67	1	33.33	-	-	3	100
		E.T	-	-	3	60	1	20	1	20	5	100
	20 Uses group and individual activities as motivational aids when necessary	A.T	-	-	-	-	2	66.67	1	33.33	3	100
		E.T	-	-	-	-	3	60	2	40	5	100
	21 Provides correctives for guided practice in a non-evaluative atmosphere	A.T	-	-	2	66.67	1	33.33	-	-	3	100
		E.T	-	-	3	60	1	20	1	20	5	100
	22 Uses meaningful verbal praise	A.T	-	-	2	66.67	1	33.33	-	-	3	100
		E.T	-	-	3	60	1	20	1	20	5	100
	23 Monitors seatwork by circulating and frequently checking progress	A.T	-	-	-	-	2	66.67	1	33.33	3	100
		E.T	-	-	-	-	3	60	2	40	5	100

As can be seen from Table 12, the great majority of Amharic teachers (about 67 percent) and English teachers (60 percent) were rated low for their poor provision of guided practice to the learners in the lesson.

On the other hand, the larger number of Amharic teachers (about 67 percent) and English teachers (60 percent) were rated medium as regards the use of group and individual activities as motivational aids when necessary; whereas the remaining Amharic teachers (about 33 percent) and English teachers (40 percent) were rated high.

Table 12 also depicts that the majority of Amharic teachers (about 67 percent) and English teachers (60 percent) were rated low concerning the provision of correctives for guided practice in a non-evaluative atmosphere.

Furthermore, a large number of Amharic teachers (about 67 percent) and English teachers (60 percent) were rated low for the reason that they have poorly used meaningful verbal praise in their lesson in the classroom.

On the other hand, the majority of Amharic teachers (about 67 percent) and English teachers (60 percent) were rated medium because of their moderate use of monitoring seatwork by circulating and frequently checking progress; whereas the remaining Amharic teachers (about 33 percent) and English teachers (40 percent) were rated high.

Table 13: Number and Percentage of Student-Teachers Who Practiced the Indicators of Effectiveness in Task Orientation

Key Behavior	Indicators of Effectiveness of Engagement	ST	Observation									
			Level of Effectiveness									
			Not Done		Low		Medium		High		Total	
			F	%	F	%	F	%	F	%	F	%
Engagement	19. Provides for guided practice	ST.A	-	-	18	60	12	40	-	-	30	100
		ST.E	-	-	19	63.33	11	36.67	-	-	30	100
	20. Uses group and individual activities as motivational aids when necessary	ST.A	-	-	6	20	19	63.33	5	16.67	30	100
		ST.E	-	-	7	23.33	17	56.67	6	20	30	100
	21. Provides correctives for guided practice in a non-evaluative atmosphere	ST.A	-	-	16	53.33	11	36.67	3	10	30	100
		ST.E	-	-	18	60	10	33.33	2	6.67	30	100
	22. Uses meaningful verbal praise	ST.A	3	10	15	50	12	40	-	-	30	100
		ST.E	3	10	17	56.67	10	33.33	-	-	30	100
	23. Monitors Seatwork by circulating and frequently checking progress	ST.A	-	-	7	23.33	18	60	5	16.67	30	100
		ST.E	-	-	5	16.67	19	63.33	6	20	30	100

Table 13 shows that the majority of would-be Amharic teachers (60 percent) and English teachers (about 63 percent) were rated low for their small amount of provision of guided practice to the learners in the lesson.

On the other hand, the greater number of would-be Amharic teachers (about 63 percent) and English teachers (about 57 percent) were rated medium regarding the use of group and individual activities as motivational aids when necessary; whereas the remaining would-be Amharic teachers (about 17 percent) and English teachers (20 percent) were rated high for their intense use of group and individual activities as motivational aids when necessary.

As regards the provision of correctives for guided practice in a non-evaluative atmosphere, more than half of would-be Amharic teachers (about 53 percent) and English teachers (60 percent) were rated low.

Similarly, half of would-be Amharic teachers (50 percent) and English teachers (about 57 percent) were rated low for their small amount of using meaningful verbal praise.

On the other hand, large numbers of would-be Amharic teachers (60 percent) and English teachers (about 63 percent) were rated medium for the reason that they monitored seatwork in a medium level by circulating and frequently checking progress; whereas the remaining would-be Amharic teachers (about 17 percent) and English teachers (20 percent) were rated high.

The information gathered through questionnaire and observation concerning moderate-to-high success rates is presented in Table 14 through 16 as follows:

Table 14: Number and Percentage of Student -Teachers Regarding their Responses to Items of Moderate-to- High Success Rates

Key Behavior	Indicators of Effectiveness of Moderate-to-High Success Rates	T	Yes		No		Total	
			F	%	F	%	F	%
Moderate- to- High Success a Rates	24 Does the teacher establish unit and lesson organization that reflects task-relevant prior learning?	A.T	100	59.52	68	40.48	168	100
		E.T	89	52.98	79	47.02	168	100
	25 Does the teacher administer correctives immediately after initial response?	A.T	82	48.81	86	51.19	168	100
		E.T	78	46.43	90	53.57	168	100
	26 Does the teacher divide lessons into small, easily digestible pieces?	A.T	96	57.14	72	42.86	168	100
		E.T	85	50.60	83	49.40	168	100
	27 Does the teacher plan transitions to new content in small, easy- to-grasp steps?	A.T	73	43.45	95	56.55	168	100
		E.T	82	48.81	86	51.19	168	100
	28 Does the teacher establish momentum?	A.T	87	51.79	81	48.21	168	100
		E.T	90	53.57	78	46.43	168	100

Table 14 shows that the majority of respondents (about 60 percent and 53 percent respectively) reported that Amharic and English teachers had established unit and lesson organization that reflects task-relevant prior learning.

On the other hand, more than half of respondents (about 51 percent and 54 percent respectively) replied that Amharic and English teachers had not administered correctives immediately after initial response.

It is apparent from the table that both Amharic and English teachers had divided lessons into small, easily digestible pieces. Respondents, about 57 percent and 51 percent, reported this respectively.

On the other hand, respondents (about 57 percent and 51 percent respectively) responded that Amharic and English teachers had not planned transitions to new content in small, easy - to-grasp steps.

It appears evident from Table 14 that more than half of respondents (about 52 percent and 54 percent respectively) reported that Amharic and English teachers had established momentum. In other words, they had varied the pace at which stimuli are presented and continually build toward a climax or key event.

Table 15: Number and Percentage of Amharic and English Teachers of TTI Who Practiced the Indicators of Effectiveness in Moderate - to - High Success Rates

Key Behavior	Indicators of Effectiveness of Moderate-to-High Success Rates	T	Observation									
			Level of Effectiveness									
			Not Done		Low		Medium		High		Total	
			F	%	F	%	F	%	F	%	F	%
Moderate- to- High Success Rates	24 Establishes unit and lesson organization that reflects task-relevant prior learning	A.T	-	-	1	33.33	2	66.67	-	-	3	100
		E.T	-	-	1	20	3	60	1	20	5	100
	25 Administers correctives immediately after initial response	A.T	-	-	2	66.67	1	33.33	-	-	3	100
		E.T	-	-	3	60	2	40	-	-	5	100
	26 Divides lessons into small, easily digestible pieces	A.T	-	-	1	33.33	2	66.67	-	-	3	100
		E.T	-	-	1	20	3	60	1	20	5	100
	27 Plans transitions to new content in small, easy - to - grasp steps	A.T	-	-	1	33.33	2	66.67	-	-	3	100
		E.T	-	-	1	20	3	60	1	20	5	100
	28. Establishes momentum (e.g., pacing and intensity gradually build toward major milestones)	A.T	-	-	2	66.67	1	33.33	-	-	3	100
		E.T	-	-	3	60	1	20	1	20	5	100

Table 15 depicts that the majority of Amharic teachers (about 67 percent) and English teachers (60 percent) were rated medium regarding the establishment of unit and lesson organization that reflects task-relevant prior learning.

On the other hand, a large number of Amharic teachers (about 67 percent) and English teachers (60 percent) were rated low concerning how to administer correctives immediately after initial response.

As indicated in the above table, the greater number of Amharic teachers (about 67 percent) and English teachers (60 percent) tried to divide lessons into small, easily digestible pieces, however the rating was medium.

In the same way, the majority of Amharic teachers (about 67 percent) and English teachers (60 percent) were rated medium for the reason that they planned transitions to new content in small, easy-to-grasp steps.

On the other hand, a large number of Amharic teachers (about 67 percent) and English teachers (60 percent) were rated low regarding the establishment of momentum (e.g., pacing and intensity gradually build toward major milestones).

Table 16: Number and Percentage of Student-Teachers Who Practiced the Indicators of Effectiveness in Moderate - to- High Success Rates

Key Behavior	Indicators of Effectiveness of Moderate-to-High Success Rates	ST	Observation									
			Level of Effectiveness									
			Not Done		Low		Medium		High		Total	
			F	%	F	%	F	%	F	%	F	%
Moderate - to- High Success Rates	24. Establishes unit and lesson organization that reflects task- relevant prior learning	ST.A	-	-	9	30	16	53.33	5	16.67	30	100
		ST.E	-	-	10	33.33	17	56.67	3	10	30	100
	25. Administers correctives immediately after initial response	ST.A	-	-	18	60	12	40	-	-	30	100
		ST.E	-	-	19	63.33	11	36.67	-	-	30	100
	26. Divides lessons into small, easily digestible pieces	ST.A	-	-	6	20	21	70	3	10	30	100
		ST.E	-	-	8	26.67	20	66.67	2	6.67	30	100
	27. Plans transitions to new content in small, easy-to- grasp steps	ST.A	-	-	6	20	18	60	6	20	30	100
		ST.E	-	-	5	16.67	20	66.67	5	16.67	30	100
	28. Establishes momentum (e.g., pacing an intensity gradually build toward major milestones)	ST.A	-	-	17	56.67	13	43.33	-	-	30	100
		ST.E	-	-	19	63.33	11	36.67	-	-	30	100

Table 16 shows that more than half of would-be Amharic teachers (about 53 percent) and English teachers (about 57 percent) were rated medium as concerns the establishment of unit and lesson organization that reflects task-relevant prior learning.

On the other hand, the greater number of would-be Amharic teachers (60 percent) and English teachers (about 63 percent) were rated low for their small amount of administering correctives immediately after initial response.

Regarding the division of lessons into small, easily digestible pieces, the great majority of would-be Amharic teachers (70 percent) and English teachers (about 67 percent) were rated medium.

Likewise, the majority of would-be Amharic teachers (60 percent) and English teachers (about 67 percent) were rated medium for the reason that they planned transitions to new content in small, easy to grasp steps in a medium level.

On the other hand, more than half of would-be Amharic teachers (about 57 percent) and English teachers (about 63 percent) were rated low for their poor establishment of momentum (e.g., pacing and intensity gradually build toward major milestones).

4.2 Discussions and Interpretation

The information gathered through questionnaire and observation regarding lesson clarity, instructional variety, task orientation, engagement and moderate-to-high success rates was discussed and interpreted as follows:

In general, as mentioned earlier, the ability to be clear involves seven important behaviors (indicators of effectiveness), which were listed in Tables 2,3 and 4. As indicated in these tables, sampled Amharic and English teachers of the Institute did not practice some of the important behaviors of clarity properly. For instance, one of the behaviors of clarity is informing learners about the lesson objective. However, a majority of respondents (about 60 percent and 56 percent respectively) reported that Amharic and English teachers had not informed learners about the lesson objective (See Table 2).

Similarly, as it was observed in Table 3, the greater number of Amharic teachers (about 67 percent) and English teachers (60 percent) had poorly informed learners about the lesson objective. As a result of this, regarding informing learners about the lesson objective, the performance of would-be Amharic and English teachers was rated low in the course of their teaching practice, 50 percent and about 57 percent respectively (See Table 4).

Good teachers always begin their lessons by explaining the lesson objectives. The intent of this initial step is to get students' attention and to motivate them to participate in the lesson. However, the performance of the aforesaid teachers did not seem to manifest the above fact.

To support the importance of informing learners about the lesson objective, there are several research findings. For example, scholars like (Kourisky and Quaranta, 1987 and Dubelle cited in Burden, 1995: 267) have pointed out that students perform better and achieve more in less time when they are told the lesson objective early in the instructional sequence. Borich (1988) also indicated that informing the learner about an objective in advance helps him/her organize his/her thinking in advance of the lesson by providing mental "hooks" on which to hang the key aspects of the teacher's lesson. This activates the learning process and focuses it in the direction that is most efficient and conducive to obtaining the required behavioral outcome.

The other behavior of clarity is providing learners with an advance organizer. As can be seen in Table 2, the greater number of respondents (about 63 percent and 55 percent respectively) reported that Amharic and English teachers of the Institute had not provided learners with an advance organizer.

In a similar manner, as it was observed in Table 3, Amharic teachers (about 67 percent) and English teachers (60 percent) had not provided learners with an advance organizer. And a small

number of Amharic and English teachers' performance concerning the provision of learners with an advance organizer was rated low.

Thus, the teachers' poorly provision of learners with an advance organizer has also brought negative impact on the student teachers' performance in their teaching practice as regards this behavior. In other words, student-teachers of Amharic (50 percent) and student-teachers of English (about 33 percent) were observed that they did not provide learners with an advance organizer. And the performance of the remaining student-teachers of Amharic and English as concerns the provision of learners with an advance organizer was rated low, about 33 percent and 43 percent respectively (See Table 4).

Accordingly, good teachers do not start presenting content without first introducing the subject with respect to some broader context. In other words, they present advance organizer, making sure that it provides a framework for later learning materials and is connected to students' prior knowledge.

There are research findings that have proved the impact that an advance organizer in the learning process has. For instance, Borich (1988) has stated that an advance organizer gives the learner a conceptual preview of what is to come and helps prepare to store, label and package the content for retention and later use. In a sense, an advance organizer is a tree-like structure with main limbs that act as pegs, or placeholders, for the branches that are yet to come. Without these limbs on which to hang content, important distinctions can easily become blurred or lost. Brady (1985) and Ausubel, cited in Arends (1991), too have added that advance organizers serve as intellectual scaffolding on which new knowledge is built. They further have described that advance organizers are used as a means of making information meaningful to students.

Checking for task-relevant prior learning at beginning of the lesson is the important behavior of the lesson clarity. Table 2 shows that respondents (about 57 percent and 63 percent respectively) responded that Amharic and English teachers had checked for task-relevant prior learning at beginning of the lesson. In addition to this, in Table 3, it was observed that Amharic teachers (about 67 percent) and English teachers (60 percent) were rated medium as regards checking for task-relevant prior learning at beginning of the lesson. Also in Table 4, similar performance was observed as regards this behavior. Because, the student-teachers of Amharic (about 67 percent) and student-teachers of English (about 63 percent) were rated medium while they were practicing teaching.

Giving directives slowly and distinctly is also one of the behaviors of the lesson clarity. Table 2 shows that respondents (about 53 percent and 63 percent respectively) reported that Amharic and English teachers had given directives slowly and distinctly. Similarly, Amharic and English teachers' performance regarding this behavior was rated medium. Likewise, the performance of student-teachers was rated medium, too (See Tables 3 and 4).

Knowing ability levels and teaching at slightly above learners' current level of functioning is the major behavior of clarity. Respondents (about 55 percent and 52 percent) replied that both Amharic and English teachers had known ability levels and taught at slightly above learners' current level of functioning (See Table 2).

Furthermore, as can be seen in Table 3, observation revealed that Amharic and English teachers' performance was rated medium, as regards this behavior, about 67 percent and 80 percent respectively. Whereas the performance of student-teachers of Amharic and English as observed in teaching practice was rated low, about 53 percent and 60 percent respectively. This might have happened due to lack of adequate knowledge and experience.

Supporting the importance of knowing the ability levels and teaching at slightly above learners' current level of functioning, Ryburn and Forge as far back as 1957 and more recently Aggarwal (1996) have stated that the work a teacher gives to his/her pupils to do must be properly adjusted to their knowledge and their powers, and to the stage of general development, which they have reached. They have further indicated that if the work is too easy, the children have no feeling that are 'getting on'. They do not get the satisfaction of overcoming difficulties, and so they lose interest. On the other hand, if it is too difficult they will be discouraged. They will lose their faith in their own abilities, and they will lose interest. They like to be able to do their work well and to 'get it right'.

Using examples, illustrations, or demonstrations to explain and clarify the content in text is also the major behavior of clarity. Table 2 indicates that respondents (about 57 percent and 60 percent respectively) responded that Amharic and English teachers had used examples, illustrations, or demonstrations to explain and clarify the content in text.

In the same vein, as it was observed in Table 3, Amharic and English teachers' performance was rated medium and so was the student-teachers' performance in teaching practice (See Table 4).

Providing review or summary at the end of each lesson is the last but not least behavior of clarity. Respondents (about 58 percent and 51 percent respectively) reported that Amharic and English teachers had provided review or summary at the end of each lesson (See Table 2). Similarly, as Table 3 also indicates above that the performance of Amharic and English teachers was rated medium and so was student-teachers' performance (See Table 4).

Based on the above data (Tables 2.3 and 4), it is possible to generalize that some of the indicators of effectiveness in clarity were not practiced properly by Amharic and English teachers of the Institute and by would-be teachers of Amharic and English during teaching practice programme.

On the whole, as it is mentioned previously that there are six behaviors which can contribute to the effective use of variety. As indicated in Tables 5.6, and 7, some of the important behaviors (indicators) of variety were not performed as expected by sampled teachers and would-be teachers in teaching-learning process in the classroom. The first essential behavior is using an attention-gaining device that was performed poorly by them. For example, Table 5 shows that respondents (about 59 percent and 54 percent respectively) replied that Amharic and English teachers had not used attention-gaining devices. In the same way, as indicated in Table 6, Amharic teachers (about 67 percent) and English teachers (60 percent) were rated low regarding this behavior. Similarly, the performance of the student-teachers of Amharic and English was also rated low, about 53 percent and 60 percent respectively.

Variety in a lesson helps maintain attention and minimize boredom. Varying the type of activity, the level of difficulty, the way the content presented and the use of instructional materials can help add variety to a lesson. It seems that Amharic and English teachers of the Institute failed to begin a lesson with a challenging question, visual, or example. And it seems that they began the lesson without full attention of most learners.

Hence, one explanation that could be forwarded to support the importance of using attention-gaining devices to learners is that gaining attention involves gaining the students' interest in what the teachers will present and getting them to switch to the appropriate modality for the coming lesson. Without the students' attention nothing in the lesson will be heard, let alone actively engage them in the learning process (Borich, 1988). Similarly, Argyle cited in Perrott (1982) has

also indicated that the use of focusing help enhance communication. Focusing is the teachers' way of intentionally directing pupils' attention.

Showing enthusiasm and animation through variation in eye contact, voice and gestures is one of the essential behaviors of lesson variety. Table 5 depicts that respondents (about 52 percent and 55 percent respectively) responded that Amharic and English teachers had shown enthusiasm and animation through variation in eye contact, voice and gestures. Similarly, in Table 6, it was observed that Amharic teachers (about 67 percent) and English teachers (60 percent) were rated medium concerning the above-mentioned behavior. Also in Table 7, similar performance was observed as concerns this behavior. Because, the student-teachers of Amharic (about 57 percent) and the student-teachers of English (63 percent) were rated medium while they were practicing teaching in the classroom.

Varying mode of presentation is the other important behavior of lesson variety. Respondents (about 51 percent and 53 percent respectively) replied that both Amharic and English teachers had varied mode of presentation (See Table 5). In the same vein, as can be seen in Table 6, the observation has revealed that Amharic and English teachers' performance was rated medium regarding this behavior, about 67 percent and 60 percent respectively. Whereas the performance of the student-teachers of Amharic and English as observed in teaching practice was rated low, about 53 percent and 47 percent respectively (See Table 7). It seems that this happened because the student-teachers might not pay attention when their instructors trained them in the class. And it seems that they lack adequate knowledge on this matter.

Thus, using various modes of presentation has research findings that have proved its importance. Various scholars (Kelly, 1982 and Brophy and Good cited in Burden, 2003) have stated that the teacher has to vary instructional media and methods. Otherwise, monotony breeds

inattentiveness, and the repeated and perhaps exclusive use of one approach will soon result in a classroom of bored students. They have also noted that student achievement is increased when a variety of materials and techniques are used.

Using a mix of rewards and reinforcers is also an essential behavior of lesson variety. Table 5 shows that respondents (about 61 percent and 57 percent respectively) replied that Amharic and English teachers had not used a mix of rewards and reinforcers. Similarly, as can be seen in Table 6, the observation has revealed that Amharic teachers (about 67 percent) and English teachers (60 percent) were rated low. In the same way, performance of the student teachers of Amharic and English as observed in teaching practice was also rated low, 50 percent and about 57 percent respectively.

Thus, this behavior was poorly performed as shown in Tables 5, 6 and 7 respectively. A teacher has to reinforce students' efforts and maintain a high ratio of positive to negative verbal statements. Moreover, students attend more fully if a positive learning environment has been created. One of the best means for accomplishing this is to respond positively to their efforts. Positive and encouraging statements are very important, and students can be motivated by positive reinforcement.

Therefore, the importance of this behavior is revealed by research findings. It has been reported that behavior is shaped by its consequences and by what happens to the individual immediately afterward. The systematic use of reinforcers, or rewards, can shape behavior in desired directions. Behavior becomes weaker if it is not followed by reinforcement. Behavior is also weakened by punishment. In early stages of learning, constant reinforcement produces the best result (Burden, 1995; Aggarwal, 1996 and Edwards, 2000).

Incorporating student ideas or participation in some aspects of the instruction is the essential behavior of lesson variety. Respondents (about 55 percent and 52 percent respectively) reported that Amharic and English teachers had incorporated student ideas or participation in some aspects of the instruction (See Table 5). By the same token, as can be seen in Table 6, it was observed that Amharic and English teachers' performance was rated medium, as concerns this behavior, about 67 percent and 60 percent respectively. Furthermore, the performance of student-teachers of Amharic and English in teaching practice was rated medium, too (See Table 7).

Using various types of questions is the important behavior of lesson variety. Respondents (about 64 percent and 51 percent respectively) reported that Amharic and English teachers had not used various types of questions (See Table 5). Similarly, in Table 6, observation revealed that Amharic and English teachers' performance was rated low, as regards this behavior, about 67 percent and 60 percent respectively. In the same vein, Table 7 also depicts that the performance of the student-teachers' of Amharic and English as observed in teaching practice was rated low, about 57 percent and 50 percent respectively.

Thus, using various types of questions is one of the major behaviors of lesson variety, which was performed in a low manner by Amharic and English teachers of the Institute and by student-teachers, too.

So, one of the main characteristics of a good teacher is the successful use of the techniques of questioning. Very often the involvement and activity of the pupils throughout the lesson depend largely on the teacher's skill in formulating good types of questions to challenge them and stimulate thought.

To support the importance of using various types of questions, research finding has shown that different types of questions are effective at different times, depending on the characteristics of the learner and the topic being taught. At certain times, questions that require mere recall are important, whereas at others considerable thought is elicited (Gall cited in Jacobsen and et al., 1989). Accordingly, when one observes the above data (Tables 5, 6 and 7), it is possible to infer that some of the behaviors of variety were not practiced as expected.

In general, task orientation has five major behaviors. For instance, the first important behavior is developing unit and lesson plans and teach in accordance with text and curriculum guide. Respondents (about 55 percent and 64 percent respectively) replied that Amharic and English teachers had developed unit and lesson plans and taught in accordance with text and curriculum guide (See Table 8). In the same way, in Table 9, it was observed that Amharic teachers (about 67 percent) and English teachers (60 percent) were rated medium regarding this behavior. And in Table 10, similar performance was observed as regards the above-mentioned behavior. In other words, the student- teachers of Amharic (70 percent) and the student-teachers of English (about 63 percent) were rated medium while they were practicing teaching.

The second behavior is handling administrative and clerical interruptions efficiently. As can be seen in Table 8, respondents (about 58 percent and 51 percent respectively) reported that Amharic and English teachers had handled administrative and clerical interruptions efficiently. Similarly, as can be seen in Table 9, the observation revealed that Amharic and English teachers' performance was rated medium as concerns this behavior, about 67 percent and 60 percent respectively. In a similar manner, as it was also observed in Table 10, the performance of the student-teachers of Amharic and English in teaching practice was rated medium, about 53 percent and 60 percent respectively.

Stopping misbehavior with a minimum of disruption to the class is the third behavior. As indicated in Table 8, respondents (about 51 percent and 55 percent respectively) replied that Amharic and English teachers had stopped misbehavior with a minimum of disruption to the class. In the same vein, Table 9 depicts that Amharic and English teachers' performance was rated medium regarding this behavior, about 67 percent and 60 percent respectively. Furthermore, Table 10 also depicts that the performance of the student - teachers of Amharic and English in teaching practice was rated medium, about 63 percent and 57 percent respectively.

Selecting the most appropriate instructional method for the objectives being taught is the fourth behavior. In Table 8, respondents (about 65 percent and 57 percent respectively) reported that Amharic and English teachers had selected the most appropriate instructional method for the objectives being taught. In a similar way, in Table 9, the observation revealed that Amharic and English teachers' performance was rated medium as regards this behavior, about 67 percent and 60 percent respectively. On the other hand, the performance of the student-teachers of Amharic and English was rated low, about 50 percent and 57 percent respectively. It seems this variation is due to lack of adequate knowledge and experience. The researcher believes that such variations will be alleviated through further orientation and accumulated knowledge of teaching practice in the future.

So, there are lots of research findings, which have proved the impact that selecting the most appropriate instructional model for the objective being taught in the learning process has. For instance, it is commented that a teaching model is an overall plan, or pattern, for helping students to learn specific kinds of knowledge, attitudes, or skills. A teaching model has a theoretical basis or philosophy behind it, and also encompasses a set of specific teaching steps designed to accomplish desired educational outcomes (Joyce and Weil, cited in Arends, 1991).

Establishing schedule in which major classroom activities begin and end with clearly visible events is the fifth behavior. In Table 8, respondents (about 52 percent and 57 percent respectively) replied that Amharic and English teachers had established schedule in which major classroom activities begin and end with clearly visible events. Likewise, Table 9 shows that Amharic and English teachers' performance was rated medium regarding this behavior, about 67 percent and 60 percent respectively. On the contrary, the performance of the student-teachers of Amharic and English was rated low, about 53 percent and 60 percent respectively (See Table 10). Here, the student teachers seem to have no systematic milestones towards which to work (e.g., tests on Fridays, feedback sessions, etc.), which keep the class on schedule, and moving toward a clearly defined goal.

There are several research findings, which have proved the impact that establishing schedule in which major classroom activities begin and end with clearly visible events has. For example, Rosenshine cited in Burden (1995), Berliner and Bittle cited in Burden (2003) have pointed out that task-oriented teachers plan an appropriate amount of time lecturing, asking questions, and engaging the students in activities directly related to the material that is to be learned. Achievement is reported to be higher in classrooms of task-oriented teachers than in classrooms where teachers tend to be off-task.

Hence, it is possible to deduce that the performance of student-teachers of Amharic and English was poor. As can be seen in Table 10, some of the behaviors (indicators) of effectiveness in task-orientation were not performed by the student-teachers properly.

Generally speaking, engagement has five major behaviors. The first major behavior is providing for guided practice. Respondents (about 54 percent and 51 percent respectively) reported that Amharic and English teachers had not provided for guided practice (See Table 11). In the same vein, in Table 12, it was observed that Amharic teachers (about 67 percent) and English teachers (60 percent) were rated low concerning this behavior. Also in Table 13, similar performance was observed as concerns the above-mentioned behavior.

Engagement in the learning process begins when the learner is provided with stimulus material with which he or she can practice using the facts, action sequences, or concepts a teacher has taught. Hence, Tables 11 and 12 show that teachers' performance on the above-mentioned behavior was low and this was also directly manifested on the student teachers' performance (See Table 13). In other words, it seems that the more the teachers provide for guided practice, the better the student- teachers' performance will be.

In an earlier investigations of the effect of providing for guided practice, it has been reported that a critical step in the direct instruction model in the way the teacher approaches guided practice. Fortunately for teachers, a considerable amount of research evidence now exists that can guide efforts to provide practice. For example, it is known that active practice can increase retention, make learning more automatic, and make it possible for the learner to transfer learning to new or stressful situations (Arends, 1997).

The second major behavior is using group and individual activities as motivational aids when necessary. As indicated in Table 11, respondents (about 61 percent and 65 percent respectively) replied that Amharic and English teachers had used group and individual activities as motivational aids when necessary. Similarly, in Table 12, it was also observed that Amharic teachers (about 67 percent) and English teachers (60 percent) were rated medium regarding this

behavior. Also in Table 13, similar performance was observed as regards the above-mentioned behavior. That is, the student-teachers of Amharic (about 63 percent) and student-teachers of English (about 57 percent) were rated medium.

The third major behavior is providing correctives for guided practice in a non-evaluative atmosphere. Table 11 shows that respondents (about 62 percent and 57 percent respectively) reported that Amharic and English teachers had not provided correctives for guided practice in a non-evaluative atmosphere. Likewise, in Table 12, observation revealed that Amharic teachers (about 67 percent) and English teachers (60 percent) were rated low concerning this behavior. And in Table 13, similar performance was observed.

Thus, Tables 11 and 12 reveal that the performance of Amharic and English teachers was low. It seems that the teachers do not have adequate knowledge regarding the importance of providing feedback in a non-evaluative context to encourage repeated responses. It is unfortunate that some beginning teachers teach as they themselves were taught in the Institute. That is why it appears that the performance of the student-teachers of Amharic and English was also rated low, while they were practicing teaching, about 53 percent and 60 percent respectively (Table 13).

Researchers proved that providing correctives for guided practice in a non-evaluative atmosphere has its own importance. For instance, here, it is emphasized that feedback should be integrally related to the eliciting activity. A short time between performance and feedback has long been thought to be an essential element of learning: the closer the correspondence between a performance and feedback, the more quickly learning will occur. Providing feedback involves allowing the learner to know the accuracy of his or her elicited response in a non-threatening and non-evaluative atmosphere (Borich, 1988; Arends, 1997; Fenstermacher & Soltis, 1998).

The fourth major behavior is using meaningful verbal praise. As shown in Table 11, respondents (about 58 percent and 67 percent respectively) reported that Amharic and English teachers had not used meaningful verbal praise. Similarly, as it was observed in Table 12, Amharic teachers (about 67 percent) and English teachers (61 percent) were rated low regarding this behavior. Also in Table 13, similar performance was observed.

It seems that Amharic and English teachers failed to provide reward and reinforcers that are timely and meaningful to the learners. And it appears that Amharic and English teachers did not maintain a warm and nurturing atmosphere by providing verbal praise and encouragement that is meaningful to the learners. As a result of this, the performance of the student-teachers of Amharic and English was rated low, about 50 percent and 57 percent respectively (See Table 13).

To support the importance of using meaningful verbal praise to learners, various scholars have stressed that learning theories point out that the immediate knowledge of the results and positive reinforcers in the form of praise, grade, certificate, token money and other incentives can contribute to make the task of learning joyable (Aggarwal, 2000; Cangelosi, 2000). Similarly, research findings have also shown that praise was effective only when used under certain conditions and in particular ways and that too much praise, or praise used inappropriately, did not promote student learning (Stephens and Crawley, 1994; Brophy & Evertson cited in Arends, 1997).

The fifth major behavior is monitoring seatwork by circulating and frequently checking progress. As indicated in Table 11, respondents (about 52 percent and 60 percent respectively) replied that Amharic and English teachers had monitored seatwork by circulating and frequently checking progress. In the same way, observation in Table 12 has revealed that Amharic teachers (about 67 percent) and English teachers (60 percent) were rated medium concerning this behavior.

Similarly, the student-teachers of Amharic (60 percent) and student-teachers of English (about 63 percent) were rated medium, while they were practicing teaching in the classroom.

Hence, based on findings, it would be possible to realize that Amharic and English teachers as expected did not practice some of the behaviors of engagement. Similarly, the performance of the student-teachers of Amharic and English was low regarding some of the behaviors of engagement.

In general, there are five behaviors that are related to establishing a moderate-to-high success rate. The first behavior is establishing unit and lesson organization that reflects task - relevant prior learning. Table 14 shows that respondents (about 60 percent and 53 percent respectively) reported that Amharic and English teachers had established unit and lesson organization that reflects task-relevant prior learning. Furthermore, in Table 15, it was observed that Amharic teachers (about 67 percent) and English teachers (60 percent) were rated medium concerning this behavior. Also in Table 16, similar performance was observed as concerns the above- mentioned behavior.

Administering correctives immediately after initial response is the other behavior of moderate-to- high success rate. As shown in Table 14, respondents (about 51 percent and 54 percent respectively) replied that Amharic and English teachers had not administered correctives immediately after initial response. Similarly, in Table 15, it was observed that Amharic teachers (about 67 percent) and English teachers (60 percent) were rated low regarding this behavior. Furthermore, in Table 16, the performance of the student - teachers of Amharic and English was rated low, about 60 percent and 63 percent respectively.

It has to be noted here, that the low performance of Amharic and English teachers in the teaching-learning process seems to indicate that they left the student teachers to practice and learn independently immediately after presenting instructional stimuli and waited until next day to show correct responses. So, it appears that such kind of teaching style deters learners' progress. Thus, providing for guided practice prior to independent practice and providing means of self-checking at intervals of practice is of paramount importance to learners. Because of this, the performance of the student-teachers of Amharic and English was rated low, while they were practicing teaching, about 60 percent and 63 percent respectively (See Table 16).

There are ample research evidences that underscore the importance of administering correctives immediately after initial response. During guided practice, in which the desired behavior is being elicited for the first time correctives should be given immediately after the learner's initial response. The time between practice and feedback has long been considered by educational psychologists to be one of the most important elements of learning. The longer feedback is delayed, the less likely it is to influence the learner's performance on subsequent attempts to produce the behavior... In order for the learner to link the teacher's feedback to his/her image of the response, the corrective must immediately follow (Borich, 1988; Burden, 1995; Aggarwal, 1996).

Dividing lessons into small, easily digestible pieces is the third major behavior of moderate-to-high success rate. Respondents (about 57 percent and 51 percent respectively) replied that Amharic and English teachers had divided lessons into small, easily digestible pieces (See Table 14). Furthermore, in Table 15, the observation revealed that Amharic teachers (about 67 percent) and English teachers (60 percent) were rated medium as concerns this behavior. In Table 16, similar performance was observed regarding this behavior, too.

Planning transitions to new content in small, easy-to-grasp steps is the fourth major behavior. As Table 14 shows that respondents (about 57 percent and 51 percent respectively) reported that Amharic and English teachers had not planned transitions to new content in small, easy-to-grasp steps. On the other hand, in Table 15, observation revealed that Amharic teachers (about 67 percent) and English teachers (60 percent) were rated medium concerning this behavior. Similarly, the performance of the student-teachers of Amharic and English was also rated medium, while they were practicing teaching, 60 percent and about 67 percent respectively.

It has to be noted here, however, in Tables 14 and 15 that there is lack of agreement or similarity between the responses of the student-teachers and the performance of Amharic and English teachers as it was observed in the class. Maybe, such a discrepancy appears to emanate from the student-teachers lack of not paying attention to judge their teachers performance while they were teaching in the class.

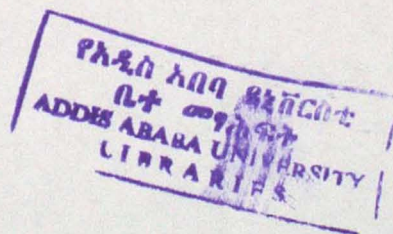
Establishing momentum is the last but not least behavior of moderate-to-high success rate. Respondents (about 52 percent and 54 percent respectively) replied that Amharic and English teachers had established momentum or varied the pace at which stimuli are presented and continually build toward a climax or key event. On the other hand, as indicated in Table 15, Amharic teachers (about 67 percent) and English teachers (60 percent) were rated low as concerns this behavior. In the same vein, the performance of the student-teachers of Amharic and English was rated low, about 57 percent and 63 percent respectively, too.

Regarding establishing momentum, there is lack of agreement or similarity between the responses of student-teachers and the performance of Amharic and English teachers as observed. Perhaps, the lack of agreement appeared due to the student-teachers lack of enough information and knowledge to judge fairly on this behavior.

Table 15 depicts that Amharic and English teachers seem to maintain same pace for too long a time, leading to a monotonous and static level of intensity and expectation. As a result of this, the performance of the student-teachers of Amharic and English was also rated low, while they were practicing teaching regarding this behavior. It is worth noting at this point that since establishing momentum is of immense value to learners. However, the current observed deplorable situation to be changed.

To support the importance of establishing momentum, Burden (2003) has pointed out that pacing is the speed at which the lesson proceeds. It is the rhythm, the ebb and flow, of a lesson. Effective pacing is neither too slow nor too fast. Adjustments in are made as the need warrants. To pace effectively, the teacher should not dwell too long on directions; distributes papers in a timely and efficient manner, and moves form one activity to another smoothly and without interruption. Classes that lack effective pacing may drag or may move at a pace where the students are unable to grasp the material.

What can be inferred from Tables 15 and 16 is that Amharic and English teachers of TTI and student teachers of Amharic and English have not used properly some of the indicators of effectiveness to establish moderate-to-high rates of success in the classroom.



CHAPTER FIVE

5. SUMMARY, CONCLUSION AND RECOMMENDATIONS

This chapter deals with the summary and conclusions of the study. It also comprises the recommendations, forwarded which are hoped to redress the problems revealed in the study.

5.1 Summary

The fundamental purpose of this study was to appraise the extent to which would-be teachers teach in the teaching practice effectively when seen in the light of the five key behaviors, i.e., lesson clarity, instructional variety, teachers' task orientation and engagement in the learning process, and moderate-to-high rates of success.

To this effect, this study was made to focus on answering the following basic questions:

1. Are the prospective teachers clear enough in the classroom?
2. Are they variable or flexible in the classroom?
3. Are they task oriented in the classroom?
4. Do they engage students in the learning process?
5. Do they establish moderate-to - high rates of success in the classroom?

Relevant data for the study was gathered through questionnaire and observation scale prepared for the purpose. Data through questionnaire was secured from one hundred sixty-eight student-teachers. Whereas observational data was gathered from three teachers teaching Amharic and five teachers teaching English language in the Institute so as to supplement the information obtained from the student teachers. The Amharic and English teachers were selected as observational data source by using purposive sampling technique. In addition to this, observational data was also

gathered from the thirty student teachers involved in this study. Thirty of them were selected by purposive sampling technique.

In light of the nature of the instruments the analysis of data was made separately. Percentage has been used for the data obtained through questionnaire and observation scales.

In brief, the following major findings have been documented:

5.1.1 Lesson Clarity

5.1.1.1. Behaviors of Lesson Clarity

- **Informing learners about the lesson objective**

The majority of respondents (about 60 percent and 56 percent) reported that Amharic and English teachers had not informed learners about the lesson objective. Observation also revealed that greater number of Amharic teachers (about 67 percent) and English teachers (60 percent) had poorly informed learners about the lesson objective. As a result of this, regarding informing learners about the lesson objective, the performance of would-be Amharic and English teachers was poor, 50 percent and about 57 percent respectively.

- **Providing learners with an advance organizer**

The greater number of respondents (about 63 percent and 55 percent) replied that Amharic and English teachers of the Institute had not provided learners with an advance organizer. In the same vein, it was also observed that Amharic teachers (about 67 percent) and English teachers (60 percent) had not provided learners with an advance organizer. And, due to the above fact, the performance of would-be Amharic and English teachers was null, about 50 percent and 33 percent respectively.

- **Checking for task-relevant prior learning at beginning of the lesson**

Respondents (about 57 percent and 63 percent) responded that Amharic and English teachers had checked for task-relevant prior learning at beginning of the lesson. Similarly, observation revealed that Amharic teachers (about 67 percent) and English teachers (60 percent) were rated medium for their performance. Also the performance of would-be teachers was similar. More or less, this is an encouraging performance.

- **Giving directives slowly and distinctly**

Respondents (about 53 percent and 63 percent) reported that Amharic and English teachers had given directives slowly and distinctly. Similarly, as it was observed, Amharic and English teachers' performance was rated medium and so was student-teachers' performance on this behavior.

- **Knowing ability levels and teaching at slightly above learners' current level of functioning**

Respondents (about 55 percent and 52 percent) replied that both Amharic and English teachers had known ability levels and taught at slightly above learners' current level of functioning. Furthermore, observation revealed that Amharic and English teachers' performance was rated medium, about 67 percent and 80 percent respectively. Whereas the performance of the student teachers' of Amharic and English was poor, about 53 percent and 60 percent respectively.

- **Using examples, illustrations, or demonstrations to explain and clarify content in text**

Respondents (about 57 percent and 60 percent) responded that Amharic and English teachers had used examples, illustrations, or demonstrations to explain and clarify the content. In the same way, as it was observed, Amharic and English teachers, performance was medium and so was the student teachers' performance in teaching practice.

- **Providing review or summary at the end of each lesson**

Respondents (about 58 percent and 51 percent) reported that Amharic and English teachers had provided review or summary at the end of each lesson. Similarly, observation revealed that the performance of Amharic and English teachers was rated medium and so was the student-teachers' performance.

5.1.2 Variety

5.1.2.1 Behaviors of Variety

- **Using attention gaining devices**

Respondents (about 59 percent and 54 percent) replied that Amharic and English teachers had not used attention-gaining devices. In the same vein, observation revealed that Amharic teachers (about 67 percent) and English teachers (60 percent) were rated low regarding this behavior. Similarly, the performance of student-teachers of Amharic and English was also rated low, about 53 percent and 60 percent respectively.

- **Showing enthusiasm and animation through variation in eye contact, voice and gestures**

Respondents (about 52 percent and 55 percent) responded that Amharic and English teachers had shown enthusiasm and animation through variation in eye contact, voice and gestures. Furthermore, it was also observed that Amharic teachers (about 67 percent) and English teachers (60 percent) were rated medium. Also the performance of the student teachers of Amharic (about 57 percent) and the student teachers of English (about 63 percent) was rated medium.

- **Varying mode of presentation**

Respondents (about 51 percent and 53 percent) replied that both Amharic and English teachers had varied mode of presentation. Besides, observation has revealed that Amharic and English teachers' performance was rated medium as regards this behavior, about 67 percent and 60

percent respectively. Whereas the performance of the student-teachers of Amharic and English as observed in teaching practice was rated low, about 53 percent and 47 percent respectively.

- **Using a mix of rewards and reinforcers**

The majority of respondents (about 61 percent and 57 percent) reported that Amharic and English teachers had not used a mix of rewards and reinforcers. Similarly, the observation has revealed that Amharic teachers (about 67 percent) and English teachers (60 percent) were rated low. Likewise, the performance of the student teachers of Amharic and English as observed in teaching practice was also rated low, 50 percent and about 57 percent respectively.

- **Incorporating student ideas or participation in some aspects of the instruction**

Respondents (about 55 percent and 52 percent) replied that Amharic and English teachers had incorporated student ideas or participation in some aspects of the instruction. In the same vein, as it was observed that Amharic and English teachers' performance was rated medium, as concerns this behavior, about 67 percent and 60 percent respectively. Furthermore, the performance of the student-teachers of Amharic and English in teaching practice was rated medium, 60 percent and about 57 percent respectively.

- **Using various types of questions**

Respondents (about 64 percent and 51 percent) reported that Amharic and English teachers had not used various types of questions. Similarly, observation revealed that Amharic and English teachers' performance was rated low, as regards this behavior, about 67 percent and 60 percent respectively. By the same token, the performance of the student-teachers of Amharic and English as observed in teaching practice was rated low, about 57 percent and 50 percent respectively.

5.1.3 Task Orientation

5.1.3.1 Behaviors of Task Orientation

- **Developing unit and lesson plans and teaching in accordance with text and curriculum guide**

Respondents (about 55 percent and 64 percent) responded that Amharic and English teachers had developed unit and lesson plans and taught in accordance with text and curriculum guide. In a similarly way, Amharic teachers (about 67 percent) and English teachers (60 percent) were rated medium regarding this behavior. Also the performance of the student-teachers of Amharic (70 percent) and the student- teachers of English (about 63 percent) was rated medium while they were practicing teaching.

- **Handling administrative and clerical interruptions efficiently**

Respondents (about 58 percent and 51 percent) reported that Amharic and English teachers had handled administrative and clerical interruptions efficiently. Similarly, the observation revealed that Amharic and English teachers' performance was rated medium as concerns this behavior. about 67 percent and 60 percent respectively. Furthermore, the performance of the student-teachers of Amharic and English in teaching practice was rated medium, about 53 percent and 60 percent respectively.

- **Stopping misbehavior with a minimum of disruption to the class**

Respondents (about 51 percent and 55 percent) replied that Amharic and English teachers had stopped misbehavior with a minimum of disruption to the class. In the same vein, as it was observed, Amharic and English teachers' performance was rated medium regarding this behavior, about 67 percent and 60 percent respectively. Moreover, the performance of the student-teachers of Amharic and English in teaching practice was rated medium, about 63 percent and 57 percent respectively.

- **Selecting the most appropriate instructional method for the objectives being taught**

The majority of the respondents (about 65 percent and 57 percent) reported that Amharic and English teachers had selected the most appropriate instructional method for the objectives being taught. In a similar way, the observation revealed that Amharic and English teachers' performance was rated medium as regards this behavior, about 67 percent and 60 percent respectively. On the other hand, the performance of the student teachers of Amharic and English was rated low, about 50 percent and 57 percent respectively.

- **Establishing schedule in which major classroom activities begin and end with clearly visible events**

Respondents (about 52 percent and 57 percent) responded that Amharic and English teachers had established schedule in which major classroom activities begin and end with clearly visible events. Moreover, Amharic and English teachers' performance was rated medium regarding this behavior, about 67 percent and 60 percent respectively. On the contrary, the performance of the student-teachers of Amharic and English was rated low, about 53 percent and 60 percent respectively.

5.1.4 Engagement

5.1.4.1 Behaviors of Engagement

- **Providing for guided practice**

Respondents (about 54 percent and 51 percent) answered that Amharic and English teachers had not provided for guided practice. Moreover, it was noted that Amharic teachers (about 67 percent and English teachers (60 percent) were rated low concerning this behavior. Additionally, the performance of the student teachers of Amharic and English was rated low, 60 percent and about 63 percent respectively.

- **Using group and individual activities as motivational aids when necessary**

The majority of respondents (about 61 percent and 65 percent) replied that Amharic and English teachers had used group and individual activities as motivational aids when necessary. Besides, it was observed that Amharic teachers (about 67 percent) and English teachers (60 percent) were rated medium regarding this behavior. Also, the performance of the student teachers of Amharic and English was rated low, about 63 percent and about 57 percent respectively.

- **Providing correctives for guided practice in a non evaluative atmosphere**

The majority of respondents (about 62 percent and 57 percent) reported that Amharic and English teachers had not provided correctives for guided practice in a non-evaluative atmosphere. In the same vein, observation revealed that Amharic teachers (about 67 percent) and English teachers (60 percent) were rated low concerning this behavior. Moreover, the performance of the student-teachers of Amharic and English was rated low, about 53 percent and 60 percent respectively.

- **Using meaningful verbal praise**

The majority of respondents (about 58 percent and 67 percent) responded that Amharic and English teachers had not used meaningful verbal praise. Similarly, it was observed that Amharic teachers (about 67 percent) and English teachers (60 percent) were rated low. Also, the performance of the student-teachers of Amharic and English was rated low 50 percent and about 57 percent respectively.

- **Monitoring seatwork by circulating and frequently checking progress**

Respondents (about 52 percent and 61 percent) replied that Amharic and English teachers had monitored seatwork by circulating and frequently checking progress. Likewise, observation has revealed that Amharic teachers (about 67 percent) and English teachers (60 percent) were rated

medium as regards this behavior. Furthermore, the student-teachers of Amharic (60 percent) and student- teachers of English (about 63 percent) were rated medium, while they were practicing teaching in the classroom.

5.1.5 Moderate-to-High Success Rates

5.1.5.1. Behaviors of Moderate-to-High Success Rates

- **Establishing unit and lesson organization that reflects task-relevant prior learning**

Respondents (about 60 percent and 53 percent) reported that Amharic and English teachers had established unit and lesson organization that reflects task-relevant prior learning. In the same vein, it was observed that Amharic teachers (about 67 percent) and English teachers (60 percent) were rated medium concerning this behavior. Similarly, the performance of the student-teachers of Amharic and English was rated medium, about 53 percent and 57 percent respectively.

- **Administering correctives immediately after initial response**

Respondents (about 51 percent and 54 percent) replied that Amharic and English teachers had not administered correctives immediately after initial response. Furthermore, observation revealed that Amharic teachers (about 67 percent) English teachers (60 percent) were rated low regarding this behavior. Similarly, the performance of the student- teachers of Amharic and student-teachers of English was rated low, about 60 percent and 63 percent respectively.

- **Dividing lessons into small, easily digestible pieces**

Respondents (about 57 percent and 51 percent) responded that Amharic and English teachers had divided lessons into small, easily digestible pieces. Moreover, observation disclosed that Amharic teachers (about 67 percent) and English teachers (60 percent) were rated medium as concerns this

behavior. The performance of the student-teacher of Amharic and English was similar, too, 70 percent and about 67 percent respectively.

- **Planning transitions to new content in small easy-to-grasp steps**

Respondents (about 57 percent and 51 percent) reported that Amharic and English teachers had not planned transitions to new content in small, easy-to-grasp steps. On the other hand, observation revealed that Amharic teachers (about 67 percent) and English teachers (60 percent) were rated medium concerning this behavior. Similarly, the performance of the student-teachers of Amharic and English was also rated medium, while they were practicing teaching, 60 percent and about 67 percent respectively.

- **Establishing momentum**

Respondents (about 52 percent and 54 percent) responded that Amharic and English teachers had established momentum or varied the pace of which stimuli are presented and continually build toward a climax or key event. On the other hand, Amharic teachers (about 67 percent) and English teachers (60 percent) were rated low as concerns this behavior. In the same vein, the performance of the student- teachers of Amharic and English was rated low, about 57 percent and 63 percent respectively, too.

5.2 Conclusion

Based on the findings of the study, the following conclusions may be drawn.

5.2.1 Lesson Clarity

5.2.1.1 Behavior of Lesson Clarity

- Regarding informing learners about the lesson objective, it has been found out that Amharic and English teachers performance is low. Similarly, from classroom observation it has been found out that the performance of would-be teachers of Amharic and English is low on this behavior.
- As concerns the provision of learners with an advance organizer, it has been found out that Amharic and English teachers do not provide learners with an advance organizer. Moreover, the classroom observation has also revealed that the performance of would-be teachers of Amharic and English is null.
- Concerning checking for task- relevant prior learning at beginning of the lesson, it has been found out that the performance of Amharic and English teachers is medium. Furthermore, the observation has revealed that the performance of would-be teachers of Amharic and English is medium, too. More or less the performance is encouraging.
- Regarding giving directives slowly and distinctly, it has been found out that the performance of Amharic and English teachers is medium. In a similar way, from classroom observation it has been found out that the performance of would-be teachers of Amharic and English is medium.
- As regards knowing ability levels and teaching at slightly above learners' current level of functioning, it has been found out that the performance of Amharic and English teachers is medium. Whereas the performance of would-be teachers of Amharic and English is low.

- Concerning the use of examples, illustrations, or demonstrations to explain and clarify the content in text, the observation has revealed that the performance of Amharic and English teachers is medium and so is the performance of would-be teachers of Amharic and English.
- As regards the provision of review or summary at the end of each lesson, it has been found out that the performance of Amharic and English teachers is medium. Moreover, the performance of would-be teachers of Amharic and English is medium, too.

5.2.2. Variety

5.2.2.1. Behaviors of variety

- Regarding the use of attention-gaining devices, it has been disclosed that the performance of Amharic and English teachers is low. Similarly, the classroom observation has revealed that the performance of would-be teachers of Amharic and English is low, too.
- With regard to showing enthusiasm and animation through variation in eye contact, voice and gestures, it has been disclosed that the performance of Amharic and English teachers is medium. Moreover, classroom observation has revealed that the performance of would-be teachers of Amharic and English is medium, too.
- Concerning the use of various mode of presentation, it has been found out that the performance of Amharic and English teachers is medium. Whereas from classroom observation, it has been found out that the performance of would-be teachers of Amharic and English is low.
- As regards the use of a mix of rewards and reinforcers, it has been found out that the performance of Amharic and English teachers is low. Furthermore, the classroom observation had revealed that the performance of would-be teachers of Amharic and English is low, too.

- As concerns incorporating student ideas or participation in some aspects of the instruction, it has been found out that the performance of Amharic and English teachers is medium. Moreover, the performance of would-be teachers of Amharic and English is also medium.
- Regarding the use of various types of questions, it has been found out that the performance of Amharic and English teachers is low. In the same vein, the classroom observation has disclosed that the performance of would-be teachers of Amharic and English is low, too.

5.2.3. Task Orientation

5.2.3.1. Behaviors of Task Orientation

- Regarding the development of unit and lesson plans and teaching in accordance with text and curriculum guide, it has been found out that the performance of Amharic and English teachers is medium. Similarly, from the classroom observation, it has been found out that the performance of the would-be Amharic and English teachers is also medium.
- Concerning handling administrative and clerical interruptions efficiently, it has been found out that the performance of Amharic and English teachers is medium. Similarly, observation has revealed that the performance of the would-be teachers of Amharic and English is also medium.
- As regards stopping misbehavior with a minimum of disruption to the class, it has been found out that the performance of Amharic and English teachers' performance is medium. In the same vein, it has also been observed that the performance of the would-be teachers of Amharic and English is medium.
- As concerns the selection of the most appropriate instructional method for the objectives being taught, it has been found out that the performance of Amharic and English teachers is medium. Whereas from classroom observation, it has been revealed that the performance of the would-be teachers of Amharic and English is low.

- Regarding the establishment of schedule in which major classroom activities begin and end with clearly visible events, it has been revealed that the performance of Amharic and English teachers is medium. Whereas from the classroom observation, it has been disclosed that the performance of the would-be teachers of Amharic and English is low.

5.2.4 Engagement

5.2.4.1 Behaviors of Engagement

- With regard to the provision for guided practice, it has been revealed that the performance of Amharic and English teachers is low. In the same way, it has been observed that the performance of the would-be teachers of Amharic and English is also low.
- Concerning the use of group and individual activities as motivational aids when necessary, it has been found out that Amharic and English teachers' performance is medium. Whereas the performance of the would-be Amharic and English teachers is low.
- With respect to the provision of correctives for guided practice in a non-evaluative atmosphere, it has been disclosed that the performance of Amharic and English teachers is low. Similarly, it has been observed that the performance of the would-be teachers of Amharic and English is also low.
- Regarding the use of meaningful verbal praise, it has been found out that the performance of Amharic and English teachers is low. In the same vein, observation has revealed that the performance of the would-be teachers of Amharic and English is low, too.
- With regard to monitoring seatwork by circulating and frequently checking progress, it has been disclosed that the performance of Amharic and English teachers is medium. Moreover, from classroom observation, it has been revealed that the performance of the would-be teachers of Amharic and English is also medium.

5.2.5. Moderate -to-High Success Rates

5.2.5.1. Behaviors of Moderate-to-High Success Rates

- With regard to the establishment of unit and lesson organization that reflects task-relevant prior learning, it has been disclosed that the performance of Amharic and English teachers is medium. Furthermore, observation has revealed that the performance of the would-be teachers of Amharic and English is medium, too.
- Regarding administering correctives immediately after initial response, it has been found out that the performance of Amharic and English teachers is low. Similarly, the classroom observation has revealed that the performance of the would-be teachers of Amharic and English is low.
- Concerning the divisions of lessons into small, easily digestible pieces, it has been disclosed that the performance of Amharic and English teachers is medium. In the same way, from classroom observation, it has been found out that the performance of the would-be teachers of Amharic and English is medium, too.
- With respect to planning transitions to new content in small, easy-to-grasp steps, from classroom observation, it has been found out that the performance of Amharic and English teachers is medium. Similarly, observation has disclosed that the performance of the would-be teachers of Amharic and English is also medium.
- Regarding the establishment of momentum, observation has revealed that the performance of Amharic and English teachers is low. Furthermore, it has been found out that the performance of the would-be teachers of Amharic and English is also low.

5.3 Recommendations

In light of the major findings and conclusions of the study, it appears reasonable to suggest the recommendations mentioned here under, with the hope that they could be helpful to improve the practice of teaching effectiveness at Arba Minch TTI level, in particular, and any other education level, in general.

It goes without saying that talking about the importance of teaching effectiveness alone is not sufficient. There are key behaviors to be considered along with teaching effectiveness.

Regarding clarity

It has been found out that the behaviors of clarity such as informing learners about the lesson objective and providing them with an advance organizer are not performed properly by Amharic and English teachers and the would-be teachers of Amharic and English. This may be due to undermining the importance of the above-mentioned behaviors by Amharic and English teachers and lack of adequate knowledge and experience on the part of the would-be teachers of Amharic and English.

It has also been found out that the behaviors of clarity such as checking for task-relevant prior learning at beginning of the lesson, giving directives slowly and distinctly, using examples, illustrations, or demonstrations to explain and clarify content in text, and providing review or summary at the end of each lesson are performed in a medium level by Amharic and English teachers of the Institute and would-be teachers of Amharic and English. More or less, the performance is encouraging, however. The behavior that knowing ability levels and teaching at slightly above learners' current level of functioning is performed in a medium manner by

Amharic and English teachers but performed in a low level by would-be teachers of Amharic and English. This may be due to would-be teachers lack of attention on this behavior during training.

Regarding Variety

It has been found out that the behaviors of variety such as showing enthusiasm and animation through variation in eye contact, voice and gestures, and incorporating student ideas or participation in some aspects of the instruction are better done by Amharic and English teachers and would-be teachers of Amharic and English. However, the behaviors such as using attention-gaining devices, using a mix of rewards and reinforcers and using various types of questions are badly done by both teachers that are mentioned above. This may be due to understating the significance role that these behaviors play in teaching-learning process by Amharic and English teachers and the state of not having enough knowledge and experience on the part of the would-be teachers of Amharic and English. With regard to using various mode of presentation, the performance of Amharic and English is rated medium, but the performance of would-be teachers of Amharic and English is rated low. This may be due to would-be teachers' lack of attention on this matter during training.

Regarding Task Orientation

It has been found out that the behaviors such as developing unit and lesson plans and teaching in accordance with text and curriculum guide, handling administration and clerical interruptions efficiently, and stopping misbehavior with a minimum of disruption to the class are performed in a medium level by Amharic and English teachers and the would-be teachers of Amharic and English. Nevertheless, the behaviors such as selecting the most appropriate instructional method for the objectives being taught and establishing schedule in which major classroom activities

begin and end with clearly visible events are better done by Amharic and English teachers, but the performance of the would-be teachers of Amharic and English is low. This may be due to would-be teachers not taking enough care to attend on this behavior during training.

Regarding Engagement

It has been found out that the behaviors of engagement such as providing for guided practice, providing correctives for guided practice in a non evaluative atmosphere, and using meaningful verbal praise are performed in a low manner by Amharic and English teachers and would-be teachers of Amharic and English. This may be due to belittling the importance of the above-mentioned behaviors by Amharic and English teachers and lack of understanding and experience on the part of would-be teachers of Amharic and English. However, using group and individual activities as motivational aids when necessary is better done by Amharic and English teachers; whereas it is performed badly by would-be teachers of Amharic and English. This may be due to lack of adequate knowledge and experience. On the other hand, the behavior that is monitoring seatwork by circulating and frequently checking progress is performed by a medium level by the aforesaid teachers.

Regarding Moderate-to-High Success Rates

It has been found out that the behaviors of moderate-to-high success rates such as establishing unit and lesson organization that reflects task-relevant prior learning, dividing lesson into small, easily digestible pieces and planning transitions to new content in small, easy-to-grasp steps are performed in a better way by both teachers. Whereas the behaviors such as administering correctives immediately after initial response and establishing momentum are badly done by both teachers. This may be due to understating the importance of the above-mentioned behaviors by

Amharic and English teachers and lack of adequate knowledge and experience on the part of would-be teachers of Amharic and English. Thus, to overcome the above-mentioned methodological problems in five key behaviors and to improve the quality and efficiency of teaching, the researcher has recommended the following points.

1. The Institute ought to give due emphasis to organizing a series of seminars/workshops in order to familiarize the language teachers in particular and the staff in general with modern principles, theories and methods of teaching by inviting resource persons with different fields of specialization from Arba Minch University, Addis Ababa University, Awassa College of Teachers Education, and similar other Institutions.
2. Organizations responsible for facilitating and implementing educational change should work hard in this aspect. Ministry of Education (MOE), Institute of Curriculum Development and Research (ICDR), Regional Education Bureau (REB), and /or Teacher Training Institute (TTI) should arrange continuous short-term in service education for teachers of would-be teachers in particular and for first cycle primary school teachers in general. As a matter of fact, this would not be an easy task. It may require many resources. But, material and financial resources for the purpose may be secured from donors by preparing and submitting convincing proposals in addition to larger (increased) public budget allocation and expenditure.
3. Finally the study was very limited for it involved investigation only in two subjects. Thus, it appears reasonable to recommend the conduct of similar study on the same or other subjects so that the findings will be compared and verified.

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APPENDIX- A

Form 1: Observation Scale for Appraising Teaching Practices

Preliminary Information

Observer _____ Name of the T.T.I _____

Teacher observed _____ Section _____ Class size _____

Subject observed _____ Topic _____

Observation: Round _____ Date _____

Time begin _____

Time ended _____

Key Behavior	Indicators of Effectiveness	Observation				
		Level of Effectiveness				Remarks
		Not Done	Low	Medium	High	
		0	1	2	3	
Clarity	1. Informs learners about the lesson objective, (e.g., describes what behaviors will be tested or required on future assignments as a result of the lesson)					
	2. Provides learner with an advance organizer (e.g., places lesson in perspective of past and/or future lessons)					
	3. Checks for task-relevant prior learning at beginning of the lesson (e.g., determines level of understanding of prerequisite facts or concepts and re-teaches, if necessary)					
	4. Gives directives slowly and distinctly (e.g., repeats directives when needed or divides them into smaller pieces)					
	5. Knows ability levels and teaches at slightly above learners' current level of functioning (e.g., knows learners' attention spans)					
	6. Uses examples, illustrations, and demonstration to explain and clarify (e.g., uses visuals to help interpret and reinforce main points)					
	7. Provides review or summary at end of each lesson					

Variety	8. Uses attention-gaining devices (e.g., begins with a challenging question, visual, or example)					
	9. Shows enthusiasm and animation through variation in eye contact, voice and gestures (e.g., changes pitch and volume, moves about during transitions to new a activity)					
	10. Varies mode of Presentation (e.g., lectures, ask questions, then provides for independent practice [daily])					
	11. Uses a mix of rewards and reinforcers (e.g., extra credit, verbal praise, independent study, etc. [weekly])					
	12. Incorporates student ideas or participation in some aspects of the instruction (e.g., uses indirect instruction or divergent questioning [weekly])					
	13. Varies types of questions (e.g., divergent, convergent, [weekly] and probes (e.g., to clarify, to solicit, to redirect [daily])					
Task Orientation	14. Develops unit and lesson plans and teaches in accordance with text and curriculum guide					
	15. Handles administrative and clerical interruptions efficiently					
	16. Stops misbehavior with a minimum of disruption to the class					
	17. Selects the most appropriate instructional method for the objectives being taught (e.g., primarily uses direct instruction for Type1 behaviors and indirect instruction for Type 2 behaviors)					
	18. Establishes schedule in which major classroom activities begin and end with clearly visible events (e.g., review, minor and major tests, and feedback sessions) to students					

Engagement	19. Provides for guided practice					
	20. Uses group and individual activities as motivational aids when necessary					
	21. Provides correctives for guided practice in a non evaluative atmosphere					
	22. Uses meaningful verbal praise					
	23. Monitors seatwork by circulating and frequently checking progress					
Moderate-to-high success rates	24. Establishes unit and lesson organization that reflects task-relevant prior learning					
	25. Administers correctives immediately after initial response					
	26. Divides lessons into small, easily digestible pieces					
	27. Plans transitions to new content in small, easy-to-grasp steps					
	28. Establishes momentum (e.g., pacing and intensity gradually build toward major milestones)					

APPENDIX- B

Form 2: Observation Scale for Appraising Teaching Practices

Preliminary Information

Observer _____ Name of the School _____

Student-teacher observed _____ Grade _____ Section _____ Class size _____

Subject observed _____ Topic _____

Observation: Round _____ Date _____

Time begin _____

Time ended _____

Direction:

This observation scale consists of five key behaviors. In the front of each key behavior, possible indicators of effectiveness are listed. Hence, observe a student-teacher during presentation for 45 minutes. Think about how effectively you feel the student-teacher incorporated the indicators of five key behaviors into his/her presentation. Then put a mark (✓) under the level of effectiveness that corresponds to the indicators of effectiveness you observed during a session.

Key Behavior	Indicators of Effectiveness	Observation				
		Level of Effectiveness				Remarks
		<i>Not Done</i>	<i>Low</i>	<i>Medium</i>	<i>High</i>	
		0	1	2	3	
Clarity	1. Informs learners about the lesson objective, (e.g., describes what behaviors will be tested or required on future assignments as a result of the lesson)					
	2. Provides learner with an advance organizer (e.g., places lesson in perspective of past and/or future lessons)					
	3. Checks for task-relevant prior learning at beginning of the lesson (e.g., determines level of understanding of prerequisite facts or concepts and re-teaches, if necessary)					
	4. Gives directives slowly and distinctly (e.g., repeats directives when needed or divides them into smaller pieces)					
	5. Knows ability levels and teaches at slightly above learners' current level of functioning (e.g., knows learners' attention spans)					
	6. Uses examples, illustrations, and demonstration to explain and clarify (e.g., uses visuals to help interpret and reinforce main points)					
	7. Provides review or summary at end of each lesson					

Variety	8. Uses attention-gaining devices (e.g., begins with a challenging question, visual, or example)					
	9. Shows enthusiasm and animation through variation in eye contact, voice and gestures (e.g., changes pitch and volume, moves about during transitions to new activity)					
	10. Varies mode of Presentation (e.g., lectures, ask questions, then provides for independent practice [daily])					
	11. Uses a mix of rewards and reinforcers (e.g., extra credit, verbal praise, independent study, etc. [weekly])					
	12. Incorporates student ideas or participation in some aspects of the instruction (e.g., uses indirect instruction or divergent questioning [weekly])					
	13. Varies types of questions (e.g., divergent, convergent, [weekly] and probes (e.g., to clarify, to solicit, to redirect [daily])					

Task Orientation	14. Develops unit and lesson plans and teaches in accordance with text and curriculum guide					
	15. Handles administrative and clerical interruptions efficiently					
	16. Stops misbehavior with a minimum of disruption to the class					
	17. Selects the most appropriate instructional method for the objectives being taught (e.g., primarily uses direct instruction for Type 1 behaviors and indirect instruction for Type 2 behaviors)					
	18. Establishes schedule in which major classroom activities begin and end with clearly visible events (e.g., review, minor and major tests, and feedback sessions) to students					
Engagement	19. Provides for guided practice					
	20. Uses group and individual activities as motivational aids when necessary					
	21. Provides correctives for guided practice in a non evaluative atmosphere					
	22. Uses meaningful verbal praise					
	23. Monitors seatwork by circulating and frequently checking progress					

Moderate-to-high success rates	24. Establishes unit and lesson organization that reflects task-relevant prior learning					
	25. Administers correctives immediately after initial response					
	26. Divides lessons into small, easily digestible pieces					
	27. Plans transitions to new content in small, easy-to-grasp steps					
	28. Establishes momentum (e.g., pacing and intensity gradually build toward major milestones)					

APPENDIX-C

በአዲስ አበባ ዩኒቨርሲቲ የድህረ ምረቃ ትምህርት ቤት በትምህርት ፋክልቲ ካሪክለምና እንስትራክሽን ትምህርት ክፍል

በዕጩ-መምህራን የሚሞላ መጠይቅ

የመጠይቁ ዓላማ፤

የዚህ መጠይቅ ዋና ዓላማ በአርባ ምንጭ መምህራን ማሠልጠኛ ተቋም በአንድ ዓመት ሥልጠና መርሃ-ግብር መሠረት የተቋሙ መምህራን የማስተማር ዘዴ ምን እንደሚመስል ትክክለኛ እና የተሟላ ግንዛቤ በማግኘት የማስተማር ዘዴው ለወደፊቱ መሻሻል የሚያስፈልገው ከሆነ የሚሻሻልበትን መንገድ ለመጠቀም ነው፡፡

ስለዚህ የእርስዎ መጠይቆቹን በሐቅ መሙላት ለጥናቱ መሳካት በጣም አስፈላጊ ሲሆን ትብብርዎ ላቅ ያለ ግምት ተሰጥቶታል፡፡

በጣም አመሰግናለሁ

የድህረ ምረቃ ተማሪ

ማሳሰቢያ፤

1. በመጠይቁ ላይ ስምዎን መጻፍ አያስፈልግም
2. መጠይቆቹን ካነበቡ በኋላ በእያንዳንዱ ጥያቄ ፊት ለፊት ባለው ሣጥን ውስጥ (✓) ምልክት ያድርጉ፡፡

1. መምህርዎ የዕለቱን ትምህርት ከመጀመራቸው በፊት ሁልጊዜ የዕለቱን ትምህርት ዓላማ ይገልጻሉ ?

	አዎ	አይደለም
ሀ. የአማርኛ መምህር /ት/	☐	☐
ለ. የእንግሊዝኛ መምህር /ት/	☐	☐

2. መምህርዎ የዕለቱን ትምህርት ይዘት ከማቅረባቸው በፊት ይዘቱን ስለሚገልጸው ርዕስ ቀደም ሲል ዕጩ መምህራኑ ካላቸው ዕውቀት ጋር በማዛመድ የዕለቱን ትምህርት ይዘት ርዕስ ጠቅለል ባለ መልኩ ያስተዋውቃሉ?

	አዎ	አይደለም
ሀ. የአማርኛ መምህር /ት/	☐	☐
ለ. የእንግሊዝኛ መምህር /ት/	☐	☐

3. መምህርዎ ወደ አዲሱ የትምህርት ይዘት ገለጻ ከመሸጋገራቸው በፊት ቀደም ሲል ዕጩ መምህራኑ የተማሩትን የትምህርት ይዘት ጭብጦችንና ሃሳቦችን መረዳት አለመረዳታቸውን ክትትል በማድረግ ያልገባቸውን ትምህርት ይዘት እንደገና ለማስተማር ጥረት ያደርጋሉ?

	አዎ	አይደለም
ሀ. የአማርኛ መምህር /ት/	☐	☐
ለ. የእንግሊዝኛ መምህር /ት/	☐	☐

4. በክፍል ውስጥም ሆነ ከክፍል ውጭ ለሚሠሩ ተግባራት (Assignments) መምህርዎ ግልፅና የማያሻማ ትዕዛዛትን በቀስታና ደረጃ በደረጃ ይሰጣሉ ?

	አዎ	አይደለም
ሀ. የአማርኛ መምህር /ት/	☐	☐
ለ. የእንግሊዝኛ መምህር /ት/	☐	☐

5. መምህርዎ የሚያስተምሩትን ትምህርት የእያንዳንዱን ዕጩ መምህር የትምህርት አቀባበል ችሎታና አቅምን ባገናዘበ መልኩ አዘጋጅተው ያስተምራሉ?

	አዎ	አይደለም
ሀ. የአማርኛ መምህር /ት/	☐	☐
ለ. የእንግሊዝኛ መምህር /ት/	☐	☐

6. መምህርዎ በየዕለቱ የሚያስተምሩትን የትምህርት ይዘት ዕጩ መምህራን በቀላሉ እንዲረዱ መርጃ መሣሪያዎችን እያሳዩ በመግለጽና የተለያዩ ምሳሌዎችን በመጠቀም ያስተማራሉ ?

	አዎ	አይደለም
ሀ. የአማርኛ መምህር /ት/	☐	☐
ለ. የእንግሊዝኛ መምህር /ት/	☐	☐

7. መምህርዎ የዕለቱን ትምህርት ከማጠቃለላቸው በፊት የዕለቱን ትምህርት ይዘት ዋና ዋና ፍሬ ነገሮችን ጠቅለል ባለ መልኩ አጭር መግለጫ (Summary) በመስጠት ያቀርባሉ?

	አዎ	አይደለም
ሀ. የአማርኛ መምህር /ት/	☐	☐
ለ. የእንግሊዝኛ መምህር /ት/	☐	☐

8. መምህርዎ የዕለቱን ትምህርት ከመጀመራቸው በፊት ሁሉም ዕጩ መምህራን የዕለቱን የትምህርት ይዘት አጽንኦት ለጥተው በፍላጎት እንዲከታተሉ፣ ፍላጎት ቀስቃሽ /ጠጣርና ጠንካራ ጥያቄዎችን በመጠየቅ ወ.ዘ.ተ/ የሆኑ የማስተማሪያ ዘዴዎችን በመጠቀም የዕለቱን ትምህርት ይዘት ይጀምራሉ?

	አዎ	አይደለም
ሀ. የአማርኛ መምህር /ት/	☐	☐
ለ. የእንግሊዝኛ መምህር /ት/	☐	☐

9. መምህርዎ ለዕጩ መምህራኑ ታላቅ ፍላጎትና ጽኑ ምኞት በማሳየት የዕለቱ ትምህርት ይዘት ሕይወት እንዲኖረው ለማድረግ የአቀራረብ ሥልት በመቀያየር ፈገግታ ባልጎደለ መልኩ አጣፍጠውና በማያሰለች መልኩ ያቀርባሉ ?

	አዎ	አይደለም
ሀ. የአማርኛ መምህር /ት/	☐	☐
ለ. የእንግሊዝኛ መምህር /ት/	☐	☐

10. መምህርዎ የተለያዩ የማስተማር ሥልቶችን በመቀያየር የዕለቱን ትምህርት ይዘት ለዕጩ መምህራኑ በሚገባ /ገለጸ በማድረግም ሆነ ጥያቄ በመጠየቅ ወዘተ/ ያቀርባሉ?

	አዎ	አይደለም
ሀ. የአማርኛ መምህር /ት/	☐	☐
ለ. የእንግሊዝኛ መምህር /ት/	☐	☐

11. መምህርዎ በክፍል ውስጥ ዕጩ-መምህራኑ በመማር ማስተማር ሂደት ወቅት ለሚያሳዩት ተሳትፎ የማጠናከሪያ፣ የማበረታቻ ሃሳቦችን በማቅረብ፣ የቃል ምስጋና እና ሽልማት ወዘተ በመስጠት የዕጩ መምህራኑን ሞራልም ሆነ ባህርይ የመገንባት ዝንባሌ ያሳያሉ ?

	አዎ	አይደለም
ሀ. የአማርኛ መምህር /ት/	☐	☐
ለ. የእንግሊዝኛ መምህር /ት/	☐	☐

12. መምህርዎ በመማር-ማስተማር ሂደት በክፍል ውስጥ ዕጩ መምህራንን የማሳተፍና ዕጩ መምህራን የሚለጡትን አስተያየትና ሃሳብ የመቀበል ዝንባሌ ያሳያሉ?

	አዎ	አይደለም
ሀ. የአማርኛ መምህር /ት/	☐	☐
ለ. የእንግሊዝኛ መምህር /ት/	☐	☐

13. መምህርዎ በመማር-ማስተማር ወቅት ዕጩ መምህራን የትምህርቱን ይዘት በተላሉ እንዲረዱ የተለያዩ የጥያቄ ዓይነቶችን ቀያይረው የመጠየቅ ሥልት ይጠቀማሉ?

	አዎ	አይደለም
ሀ. የአማርኛ መምህር /ት/	☐	☐
ለ. የእንግሊዝኛ መምህር /ት/	☐	☐

14. መምህርዎ ለሚያስተምሩት ትምህርት የዩኒትና የትምህርት ዕቅድ ከሥርዓተ-ትምህርቱ መምሪያ (Curriculum guide) ጋር አዛምደውና አገናዝበው በማዘጋጀት ያስተምራሉ?

	አዎ	አይደለም
ሀ. የአማርኛ መምህር /ት/	☐	☐
ለ. የእንግሊዝኛ መምህር /ት/	☐	☐

15. መምህርዎ የትምህርት ክፍለ ጊዜውን ለማስተማሩ ሥራ ብቻ በመጠቀም ሌሎች ከትምህርቱ ሥራ ጋር ግንኙነት የሌላቸው ጉዳዮች ሲያጋጥሟቸው ከክፍል ውጪ በትርፍ ሰዓታቸው ብቻ በመጠቀም የሚያጋጥሙትን ጉዳዮች /ችግሮች/ የመፍታት ልምድ አላቸው?

	አዎ	አይደለም
ሀ. የአማርኛ መምህር /ት/	☐	☐
ለ. የእንግሊዝኛ መምህር /ት/	☐	☐

16. መምህርዎ በማስተማር ላይ እያሉ በክፍል ውስጥ የመማር-ማስተማሩን ሥራ የሚያደናቅፍ ሁኔታ ከዕጩ መምህራኑ ወይም ከውጭ ኃይል ቢከሰት የትምህርቱን ክፍል ጊዜ በማይጎዳ ሥልት ችግሩ ወዲያውኑ የሚቀጭበትን ሁኔታ ያመቻቻሉ?

	አዎ	አይደለም
ሀ. የአማርኛ መምህር /ት/	☐	☐
ለ. የእንግሊዝኛ መምህር /ት/	☐	☐

17. መምህርዎ ለሚያስተምሩት ትምህርት ዓላማ ግብ መምታት የሚያግዝ እጅግ ተስማሚ የሆነ የማስተማሪያ ሞዴል መርጠው የማቅረብ ችሎታ አላቸው?

	አዎ	አይደለም
ሀ. የአማርኛ መምህር /ት/	☐	☐
ለ. የእንግሊዝኛ መምህር /ት/	☐	☐

18. መምህርዎ በክፍል ውስጥ የሚሰጧቸው ዐቢይ ተግባራት የሚጀምሩበትንና የሚጠናቀቁበትን ጊዜ የሚያሳይ ፕሮግራም አውጥተው ያቀርባሉ ?

	አዎ	አይደለም
ሀ. የአማርኛ መምህር /ት/	☐	☐
ለ. የእንግሊዝኛ መምህር /ት/	☐	☐

19. መምህርዎ ለዕጩ መምህራን መልመጃዎችንና የሚሠሩ ፕሮብሌሞችን በመስጠትና በመጠየቅ የማስተማር ዘዴው የተፈለገውን የባሕርይ ለውጥ እንዲያስገኝ ጥረት ያደርጋሉ?

	አዎ	አይደለም
ሀ. የአማርኛ መምህር /ት/	☐	☐
ለ. የእንግሊዝኛ መምህር /ት/	☐	☐

20. መምህርዎ ለዕጩ መምህራን እንደ አስፈላጊነቱ የግል ወይም የቡድን ሥራ በመስጠት ያነቃቃሉ?

	አዎ	አይደለም
ሀ. የአማርኛ መምህር /ት/	☐	☐
ለ. የእንግሊዝኛ መምህር /ት/	☐	☐

21. መምህርዎ ዕጩ መምህራን ለሚሠሩት ሥራዎችም ሆነ ለሚመልሱት ምላሾች ወዲያው ነጥብ /ማርክ/ በመስጠት እንዲደነግጡና እንዲፈሩ ሳይደርጉ በነፃነት ወዲያውኑ ምላሽ በመስጠት ያበረታታሉ?

	አዎ	አይደለም
ሀ. የአማርኛ መምህር /ት/	☐	☐
ለ. የእንግሊዝኛ መምህር /ት/	☐	☐

22. መምህርዎ ለዕጩ መምህራን ትርጉምና ጣዕም ያለውን የቃል ምስጋና በሚያስፈልግበት ወቅት በአግባቡ ይሰጣሉ?

	አዎ	አይደለም
ሀ. የአማርኛ መምህር /ት/	☐	☐
ለ. የእንግሊዝኛ መምህር /ት/	☐	☐

23. መምህርዎ ዕጩ መምህራን በክፍል ውስጥ የሚሠሩትን የግል ሥራዎች በመቆጣጠር እና ዘወትር ትኩረት በመስጠት የተገኘውን መሻሻል ይከታተላሉ?

	አዎ	አይደለም
ሀ. የአማርኛ መምህር /ት/	☐	☐
ለ. የእንግሊዝኛ መምህር /ት/	☐	☐

24. መምህርዎ የሚያስተምሩትን አዲሱን የትምህርት ይዘት ቀደም ሲል ዕጩ መምህራን ከተማሩት የትምህርት ይዘት ጋር ዝምድናና ቅደም ተከተልነት ባለው ሁኔታ አዘጋጅተው ያስተምራሉ?

	አዎ	አይደለም
ሀ. የአማርኛ መምህር /ት/	☐	☐
ለ. የእንግሊዝኛ መምህር /ት/	☐	☐

25. መምህርዎ በክፍል ውስጥ ዕጩ መምህራን ለሚሠሩት መልመጃዎችም ሆነ ከክፍል ውጭ ለሚሠሩት ሥራዎች እርማት በማድረግ ወዲያውኑ ማስተካከያ አስተያየቶችንና ሃሳቦችን ይሰጣሉ?

	አዎ	አይደለም
ሀ. የአማርኛ መምህር /ት/	☐	☐
ለ. የእንግሊዝኛ መምህር /ት/	☐	☐

26. መምህርዎ የሚያስተምሩትን የትምህርት ዝግጅት ዕጩ መምህራኑ በሚረዱትና በሚገነዘቡት መልክ ሳያወሳስቡ ቀለል ባለ መልኩ ከፋፍለው በማዘጋጀት ያስተምራሉ?

	አዎ	አይደለም
ሀ. የአማርኛ መምህር /ት/	☐	☐
ለ. የእንግሊዝኛ መምህር /ት/	☐	☐

27. መምህርዎ በሚያዘጋጁት የየዕለቱ የትምህርት ዕቅድ ዕጩ መምህራኑ ቀደም ሲል ከተማሩት ትምህርት ይዘት ወደ አዲሱ የትምህርት የዘት ደረጃ በደረጃ እንዲሸጋገሩ ያደርጋሉ?

	አዎ	አይደለም
ሀ. የአማርኛ መምህር /ት/	☐	☐
ለ. የእንግሊዝኛ መምህር /ት/	☐	☐

28. መምህርዎ የሚያስተምሩትን ትምህርት ሲያጠናቅቁ በመጨረሻ ላይ ጊዜውን በመከለሻ፣ በማበረታቻ (feedback)፣ በሙከራ መስጫ ወቅት ወዘተ ከፋፍለው የጠቀማሉ?

	አዎ	አይደለም
ሀ. የአማርኛ መምህር /ት/	☐	☐
ለ. የእንግሊዝኛ መምህር /ት/	☐	☐

APPENDIX - D

Computation of Correlation Coefficient

Computation of Correlation Coefficient of Scores Recorded by Each Observer During the Tryout of the Observation Instrument to Determine its reliability is Illustrated Below

SECTION 1

Key Behaviors	Observer-1					Observer-2					Observer-3					Observer-4				
	S ₁	S ₂	S ₁ ²	S ₂ ²	S ₁ S ₂	S ₁	S ₂	S ₁ ²	S ₂ ²	S ₁ S ₂	S ₁	S ₂	S ₁ ²	S ₂ ²	S ₁ S ₂	S ₁	S ₂	S ₁ ²	S ₂ ²	S ₁ S ₂
1	13	14	169	196	182	15	14	225	196	210	15	14	225	196	210	14	15	196	225	210
2	13	12	169	144	156	13	14	169	196	182	13	14	169	196	182	12	14	144	196	168
3	8	10	64	100	80	12	11	144	121	132	11	12	121	144	132	10	11	100	121	110
4	10	11	100	121	110	11	10	121	100	110	8	10	64	100	80	11	12	121	144	132
5	11	12	121	144	132	11	9	121	81	99	10	11	100	121	110	7	10	49	100	70
Sum	55	59	623	705	660	62	58	780	694	733	57	61	679	757	714	54	62	610	786	690
ΣS_1	55					62					57					54				
ΣS_1^2	623					780					679					610				
$(\Sigma S_1)^2$	3025					3844					3249					2916				
ΣS_2	59					58					61					62				
ΣS_2^2	705					694					757					786				
$(\Sigma S_2)^2$	3481					3364					3721					3844				
$\Sigma S_1 S_2$	660					733					714					690				

S₁ and S₂ represent session₁ and session₂ respectively

N, number of key behaviors = 5

Then by substituting the above values in Pearson Product Moment Coefficient of

Correlation, i.e $r = N (\Sigma S_1 S_2) - (\Sigma S_1) (\Sigma S_2)$

$\sqrt{[N \Sigma S_1^2 - (\Sigma S_1)^2][N (\Sigma S_2^2) - (\Sigma S_2)^2]}$ We can get the correlation coefficient value of each observer as follows:

$$r_1 = 5 \times 660 - (55 \times 59)$$

$$r_2 = 5 \times 733 - (62 \times 58)$$

$$r_3 = 5 \times 714 - (57 \times 61)$$

$$r_4 = 5 \times 690 - (54 \times 62)$$

$$\sqrt{[5 \times 623 - 3025][5 \times 705 - 3481]}; \sqrt{[5 \times 780 - 3844][5 \times 694 - 3364]}; \sqrt{[5 \times 679 - 3249][5 \times 757 - 3721]}; \sqrt{[5 \times 610 - 2916][5 \times 786 - 3844]}$$

$$r_1 = 0.87$$

$$r_2 = 0.90$$

$$r_3 = 0.96$$

$$r_4 = 0.95$$

SECTION 2

Key Behaviors	Observer-1					Observer-2					Observer-3					Observer-4				
	S ₁	S ₂	S ₁ ²	S ₂ ²	S ₁ S ₂	S ₁	S ₂	S ₁ ²	S ₂ ²	S ₁ S ₂	S ₁	S ₂	S ₁ ²	S ₂ ²	S ₁ S ₂	S ₁	S ₂	S ₁ ²	S ₂ ²	S ₁ S ₂
1	14	15	196	225	210	15	14	225	196	210	15	14	225	196	210	16	15	256	225	240
2	15	14	225	196	210	14	15	196	225	210	14	15	196	225	210	14	15	196	225	210
3	11	9	121	81	99	11	12	121	144	132	10	11	100	121	110	9	11	81	121	99
4	12	11	144	121	132	10	11	100	121	110	9	11	81	121	99	11	12	121	144	132
5	11	10	121	100	110	8	10	64	100	80	11	12	121	144	132	10	11	100	121	110
Sum	63	59	807	723	761	58	62	706	786	742	59	63	723	807	761	60	64	754	836	791

ΣS_1 63
 ΣS_1^2 807
 $(\Sigma S_1)^2$ 3969
 ΣS_2 59
 ΣS_2^2 723
 $(\Sigma S_2)^2$ 3481
 $\Sigma S_1 S_2$ 761

$$r_1 = 0.93$$

ΣS_1 58
 ΣS_1^2 706
 $(\Sigma S_1)^2$ 3364
 ΣS_2 62
 ΣS_2^2 786
 $(\Sigma S_2)^2$ 3844
 $\Sigma S_1 S_2$ 742

$$r_2 = 0.95$$

ΣS_1 59
 ΣS_1^2 723
 $(\Sigma S_1)^2$ 3481
 ΣS_2 63
 ΣS_2^2 807
 $(\Sigma S_2)^2$ 3969
 $\Sigma S_1 S_2$ 761

$$r_3 = 0.94$$

ΣS_1 60
 ΣS_1^2 754
 $(\Sigma S_1)^2$ 3600
 ΣS_2 64
 ΣS_2^2 736
 $(\Sigma S_2)^2$ 4096
 $\Sigma S_1 S_2$ 791

$$r_4 = 0.96$$

APPENDIX – E

Arbaminch T.T.I (2003/ 2004 Academic Year)

Number of Teaching Staff by Subject and Qualification

SUBJECT	QUALIFICATION					REMARK
	MA	BA/BSC	DIPLOMA	OTHER	TOTAL	
Amharic	-	2	1	-	3	
English	-	2	3	-	5	
Mathematics	-	2	7	-	9	
Env. Science	-	5	3	-	8	
Aesthetics & phy. Education	-	-	3	3	6	
Psychology	1	3	-	-	4	
Pedagogy	-	3	-	-	3	
Total	1	17	17	3	38	

Number of Trainees Male 325

Female 345

Total 670

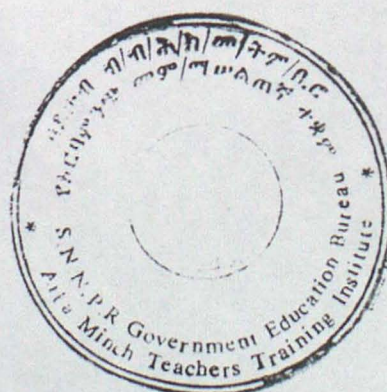
Number of section 15

Average class size 45

Teaching Load Maximum 24

” ” Minimum 6

” ” Range 18



[Signature]
DAKA DANA ALARO
 DEPUTY PRINCIPAL