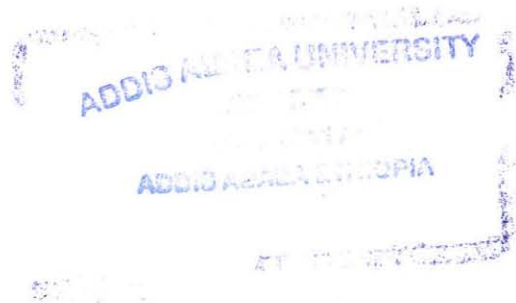


ADDIS ABABA UNIVERSITY

SCHOOL OF GRADUATE STUDIES

**Instructional Methods Utilized by English Teachers at TEIs in Training First-cycle
Primary School Teachers: a case of Kotebe College of Teacher Education and St.
Mary's University College**

Azmera Teka



**March 2007
Addis Ababa**

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**A thesis submitted to the school of graduate
Studies of addis ababa university**



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Art in Curriculum and Instruction**

Azmera Teka

**March 2007
Addis Ababa**

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ABSTRACT

Elementary education is considered to be the basic level of education. Thus; teachers who are going to teach at this level should be trained well to lay good foundation for the whole education system of the country. This study attempts to investigate the instructional methods utilized by English teachers in two TEIs one private and the other government owned TEI.

In order to make the study, Kotebe College of Teacher Education and St. Mary's College certificate English language teachers and English department heads were interviewed, classrooms of three teachers from each institution were observed twice and analyzed. Moreover, focus group discussions were held with ten certificate student teachers from each institution. The content of interview questions were about TEIs certificate English teacher trainers background information, their attitudes towards their utilization of instructional and on the student side their attitude towards their teachers' implementation of different instructional strategies.

The study yield that most teachers and students have positive attitudes towards the implementation of student-centered instructional methods or interactional instructional strategies such as task based interactive methods while towards traditional lecture method they have a negative attitude. Brief lecture, group work, pair work and whole class discussion methods were found to be most dominant classroom practice of English teachers who train-would be teacher of first cycle primary school. The other kind of student- centered instructional that involves interactive instruction strategies which has a potential in helping learners to develop their communication competence such as workshops, drama ,simulation, etc were rarely used. Most teachers are found to report that their masters' teacher has a great influence on their present teaching practice.

On the basis of the above findings, it is suggested that teachers need to have training on the implementation of different kinds of instructional strategies. English teachers of first cycle primary school need to be well trained on how to implement task based interaction activity which help students to develop their language proficiency. Moreover it is suggested that the significant of language improvement courses for first cycle generalist teachers is an questionable the problem of shortage of the training duration to make the student proficient in English language could be treated by the use of different instructional method like group work which has the role of facilitate language acquisition by providing comprehensive input, active involvement and positive attitude towards to language learning.

Acronym

BELT- Basic English language teaching

KCTE- Kotebe College of Teacher Education

SM-St. Mary's University College

MOE– Ministry of Education

TESO - Teacher Education System Overhaul

GOE - Government of Ethiopia

NGO- Non Governmental Organization

NETP - New Education and Training Policy guide lines

FGD – Focused Group Discussion

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Chapter one: The Problem and its Approach

1.1 Introduction

In Ethiopia, traditional education has a long history. This kind of education was mainly controlled by the religious institutions like the church and the mosque. The beginning of modern education, however, dates back to 1908 when Emperor Menelik II established a school in Addis Ababa, namely Menelik School. Since then schools have been expanding slowly and continuously in all parts of the country except in the period of a brief Italian occupation.

The expansion of primary education has, of course, contributed to the reduction of illiteracy and to the promotion of social progress in Ethiopia. It has helped the society to strive for modern way of life. Even though only the privileged sections of the society could send their children to schools during the imperial period, the expansion of primary schools led to social progress to a certain extent.

The expansion of teacher education institutes, colleges and universities during the imperial period is an evidence for the induced social progress though the majority of the Ethiopian population remained illiterate.

In the traditional education and even after the expansion of modern education in the country, teachers promoted most of the time the traditional pattern of learning namely: recitation and memorization. This makes student receptive and dependant to get solution for problems which are not identical to what they have learnt. As a result, the contribution of such educational methods to the socio-economic development was insignificant, that means, it could not bring about improvement in the living conditions of the majority of Ethiopia's population which is mainly dependent on subsistent agricultural economy.

Today priority is given for the development of the educational sector by establishing and upgrading technical and professional centers to support the economy and social progress. For instance, the upgrading of Entoto Vocational and Technical school (TMS) and Winget school to college level, the opening of different teacher training College in different regions, the up grading of different Universities are evidences.

According to UNSCO (2006) to have an educated population is generally a key factor in promoting social well-being and in reducing poverty because it directly affects national productivity. This in turn affects the living standard and a country's ability to compete in a global economy. To participate in knowledge- driven development, a country needs to build its human capital. Particularly global poverty can not be reduced unless all children in all countries have access to and can complete a primary education of adequate quality. Therefore; to overcome such problems strategies with three components are devised. These are:

- Change of curriculum,;
- Provision of sufficient educational materials, and
- The improvement of teachers training in quality and quantity.

At present the Ethiopian government promotes the expansion of primary schools all over the country to ensure the attainment of quality universal primary education for all in 'a sustainable manner' by the year 2015. To this effect the MOE has clearly indicated this goal in its Educational Sector Development Programme (ESDP II). Moreover, the federal structure has given nations and nationalities in Ethiopia to use their mother tongue as medium of instruction.

On the other hand, teaching English language has also remained an essential component of the primary school curriculum which determines the quality of education. This study is thus designed to analyze how do certificate English teachers in the TEIs utilized instructional methods in order to train primary school teachers.

1.2 Background of the Study

Although most of the regions utilize their mother tongues as a medium of instruction, at present English is seen as essential for bettering oneself. As Michael (2003) states a good mastery of English language will make people to get employment opportunities in international organization, in most NGOS and in some well paying governmental organizations. Thus having fluency in English seems to guarantee good employment opportunities and personal betterment. Moreover, Michael pointed out, there is an increasing demand for learning English courses as most Ethiopian students have poor proficiency level of English language after completing grade 12 (Getachew 2000) According to Michael (2003) this is also noted during the time of Emperor Haile Sellassie when Ethiopian students were said to have fairly good English. Even during those years an average university student level of English language proficiency was equal to Grade 7-8 American student level of proficiency.

This standard of Ethiopian student English language proficiency declined further during the Dergue since the government emphasized political indoctrination rather than learning (Michael 2003). Such poor student English language proficiency persists to be problem in today's education. Even though student-centered instructional strategies are advocated and schooling is given due attention today, such problem could not be reduced.

According to Rogers (1967), among the questions employed in looking for means of improving Ethiopian students English language proficiency the following two questions have been contention.

- In which grade should students begin learning English?
- In which grade should English become the language of instruction?

Although there are a few number of research made on these issues, there seems to be a consensus that learning English should start at early grade (i.e Grade 1) the issue about "in which grade should English become the language of instruction has remained

controversial. The argument “in which grade should English become the language of instruction” has shifted from grade 7 to grade 9 after eight years of instruction in mother tongue. However, this is regarded as a factor that led to a decline in student English language performance. If it is the change in the language of instruction there must be a proof but there is almost no research have been done in the past concerning this issue.

In contrast with this, a research on nationwide grade 10 exams shows that those students who studied in their mother tongue in grades 7 and 8 scored better than those who studied in English in the same grades. Thus, as it is explained in the MOE policy (2001), using English as instructional language doesn't show significant contribution for determining students' level of English language performance. But this is not the only reason as there are some others. For instance, the introduction of the new curriculum at the primary school (1-8) should be accompanied by a corresponding change in the teacher training program as well as the instructional method of primary classes (Ambaye 1999).

Rogers (1969) pointed out that most people who have had experience in the Ethiopian elementary schools argued that some thing need to be done about English teaching at primary level and give suggestions. Some of the suggestions are:

- (1) Select, train and pay specialist English teachers for elementary schools, since it is clearly unrealistic to expect every elementary school teachers
 - a) to be proficient in English and
 - b) to be able to teach English properly
- (2) Start teaching English earlier i.e. in grade 1, Since four years teaching is not enough.
- (3) Postpone the teaching of English until grade 6 “because of the poor standard of English teaching in elementary grade”.

Commonly language teacher education offers two kinds of structured professional education. The first one is linguistic skills which equipped trainees with the necessary intellectual content. The second one is knowledge of teaching, which assumed to equipped trainees with necessary professional competence. However the present certificate students being generic teachers do not offered the former one which is thought to develop student teachers' language proficiency. They only offer the later one which is thought to develop student teachers' knowledge of English language teaching. According to TESO the assumption is that the student teachers have learned English language in their elementary and high school, besides the duration is too short to offer language improvement.

The TESO assumption is also supported by educators like: Dickinson (1991, Hyen1991). Dickinson (1991) finds out in his study that nonnative language teachers have low language proficiency he regards it as crucial skill for elementary language teacher but the duration of the training is too short to offer them with language improvement courses. Therefore for this reason Dickinson suggestes entrance procedures should include the candidate oral language proficiency. Since nonnative teachers language proficiency is important in determining the usage of the language and the extent of input they could provide for the learners (Berry, 1996). In line with this Hayel (1991) study indicates in spite of the above mentioned problems they face, they chose language improvement to be dealt within methodology sessions incidentally.

Thus new program that integrate methods and subject matter is introduced in teacher Education in line with an integrated curriculum in primary education which focuses on learner-focused instruction and problem solving strategies. Besides this program is based on the constructivists' theory which advocate that learning takes place when the learner has to make sense of things that confront them with the idea that develop through the individual construction of knowledge. On line with this Borg (1995) in his discussion regard the acquisition of knowledge through constructed phenomena as a process oriented training. In MOD 2003 also it is stated that students' teacher could only learn about how to teach through a mediated and graduated series of experiences of teaching.

If teacher "deep" subject matter knowledge is mandatory in constructive teaching, teachers' knowledge of the subject matter is important in learning about language teaching or guiding students about attempt to construct meaning. Freeman (1989:82) also defines language teaching as a process of decision making based on the constituents of knowledge, skill, attitude and awareness. Where the scope of each aspect vary from situation to situation for instance in the context of language teaching, knowledge give priority to knowledge of language to be thought, both an ability to use it and knowledge about it and knowledge of teaching /learning process. Therefore; teachers should have to have an awareness of knowledge, skill and attitude for any decision making since awareness have a general term on the other three. Therefore we could say that appropriate decision making by the teacher is the outcome of development in these three elements.

Taking the above entire problem in consideration in order to help the first cycle teacher trainees in our situation as Hayen (1991) asserts that it is feasible "to deal language improvement with in the methodology session". The assumption here is that we could attain this objective by implementing different kinds of instruction methods. Since instructional methods are regarded to have a key role in promoting effective learning particularly in developing learners' language proficiency within the methodology courses. However their effectiveness depends largely on the role and quality of teachers who play a crucial role in instructional choice. In order to equip the would-be first cycle teacher with the expected language proficiency they should be provided with suitable classroom instructional method so as to help them learn and develop their language proficiency. Here the instructor could use the content of English teaching methodology as a vehicle to developing certificate students' language proficiency by involving the student in different methods of instruction such as simulation, cooperative learning, discussion, lecture and so on.

To make these trainee efficient and effective implementer of different instructional method instructional methods that instructor use have key role in helping the would-be teachers in

improving their language proficiency as well as in developing their professional skills. Thus the instructor should exhibit behaviour that could be an example. Otherwise it could be difficult to produce a kind of teachers sought, who could be able to provide the first cycle primary students with good English language learning experience in the classroom which is considered to be one of the potential means of helping first cycle student to construct knowledge. Consequently, the first cycle student will be able to develop their communicative competence to have good foundation for the next cycle where English is going to be medium of instruction.

1.3 Statement of the Problem

The poor quality of education is mostly associated with the quality of teacher education. The present government of Ethiopia (GOE) has recognized that the low mastery of English language at all levels is the result of low standard of English language teaching. Thus, the MOE calls teachers from all over the country to hold a series of meeting and give comment and suggestions on the quality and efficiency of teachers and English teaching. Thus, they suggest the need for a paradigm shift with in the pre-service teachers' education. They requested a shift from teacher-centered to student-centered instructional strategies which involve student to a more of problem solving process.

TESO document revealed that at present teachers in Ethiopia are weak at practical teaching using student-centered learning methods. Besides, in the previous courses before the introduction of practicum theory were treated as a separate entity from practice teaching. As a result, the produce of teachers was not necessarily good at putting active learning methods in practice. This calls inevitable change in the teacher training program in order to balance theory and practice. Thus at present there is a curriculum change in all pre-service courses. In the hope to have proper orientation and continuous on- training exposure to the career demands expected particularly through four practicum courses. One of the pre-service teacher education programs is certificate program which train first cycle teachers. According to the present education standard the first cycle (1-4) primary education requires teachers with minimum qualifications of teachers Education institution

(TEI) certificate. Accordingly during 2002/03 almost 97% of first cycle primary school (grade 1-4) teachers are graduates of TEIs (MOE 2003). These teachers are the one who are going to teach all subjects including English.

1.4 Objective of the study

Cognizant of the need to conduct more research in the field of teaching English at primary school, the researcher has selected this topic to contribute to the implementation of appropriate instructional methods to produce competent and proficient teachers who could make good foundation at early stage. This study intended to address the following general and specific objectives.

General Objectives

- To discover and describe the instructional strategies utilized by KCTE and St Mary's University College TEI'S first-cycle English teaching methodology and to explore to what extent the methodology that these instructors use help in addressing the language/ professional skills of trainees.

Specific Objectives

- To identify and describe the nature of instructional methods used by KCTE and St. Mary's University College TEIs first-cycle English language Teaching courses.
- To discover the extent to which instructional methods used by KCTE and St. Mary's University College TEIs first-cycle English language Methodology courses help trainees in developing their language proficiency as well as professional skills.
- To identify instructors and trainees attitude towards different instructional methods with the view of their contribution in helping trainees develop their language proficiency and professional skills.
- To describe instructors and trainees' opinion about English language teaching course content in the view of helping trainees' develop their language proficiency and professional skills.

- To identify factors which affect instructors' utilization of various instructional methods.

Thus, on the bases of these objectives the research specifically willing to address the following research questions

- What characterized the teaching methods of KCTE and St. Mary's University College TEIs first-cycle English language teaching methodology courses instructors?
- What is the attitude of instructors and trainees towards different teaching methods?
- How do both instructors and trainees perceive the relevance of instructional methods used by KCTE and St. Mary's University College TEIs first-cycle English language teaching methodology courses instructors?
- How do instructors and trainees perceive the content of certificate English language teaching courses?
- What are the factors which affect the instructional methods utilization of of certificate English language teaching courses instructors?

1.5 Significance of the Study

It is believed that this study has the following significance:

- It can be used as a reference by English teachers at first cycle primary schools
- It will initiate further researchers to deal with the issue of English language teaching at first cycle primary schools.
- It will enable different teacher education institutes to learn useful experiences from one another with regard to English language teaching.

1.6 Delimitation of the Study

Taking into account time and money as constraints, this study is delimited to deal with instructional strategies utilized by English teachers at two TEIs in Addis Ababa. This study is limited to the study of certificate English language teaching teachers teaching behaviour. It doesn't see students language proficiency.

1.7 Organization of the Study

This study comprises five chapters. The first chapter deals with the problem and its approach, the second deals with review of related literature, the third deals with research design and methodology, the fourth deals with data management and data analysis and the fifth with summary, conclusions, recommendations implication.

1.8 Operational Definition of Basic Terms

Instruction: refers to the arrangement of information and environment to facilitate learning. By environment, it is meant not only where instruction takes place but also the methods, media and equipment needed to convey information and guide the learner's study (Heinich et al., 1996:8).

A method of teaching: refers to the formal structure of the sequence of acts commonly shown by teaching or instruction. It covers both the strategy (a pattern of acts that serves to attain certain outcomes and guard against certain others) and tactics (the art mode of teaching or instruction) of teaching. It involves the choice of what is to be taught at given time, and the means by which it is to be taught (Aggrawal, 1996).

Communicative skills: refer to those skills which are defined with reference to medium (speaking, hearing, composing and comprehending).

Chapter Two: Review of Related Literature

This chapter focuses on theoretical analysis and review of related literature and analyzing their research findings which are considered to be relevant to the study.

2.1. Background of Teachers Education in Ethiopia

Throughout the past years teachers training institution in Ethiopia has been criticized for its less capacity of providing adequate qualified teachers. Some of the reason characterized as follows:- limitation in recruiting less interested and less committed trainees in teaching profession; weakness in balance between academic knowledge and professional skills. This is because previously Students are left to fill the gap between theory learning in college and practice in school since there were no practicum courses. Besides supervisory teacher were rarely appearing in student teachers classroom and

there were no mentoring teachers who are expected to work closely with college supervisor as team by monitoring the would-be teachers work. These mentor teachers were lack of incentives and promotion opportunities (MOE, 1991).

Consequently, in 1998, MOE has made a number of reforms to meet those limitations. One of the most important reforms is preparation of teachers for real classroom practice by forming link with partner school. Hence the gap between theory learning in college courses and practical classroom teaching practice skill is made to be narrowed. Besides it is made to be more number of supervision and closed assistance by mentoring teacher.

The current reform emphasis more than ever on the shift of instructional model from teachers-centered to learner-centered which is characterized by problem solving, participatory and inquiry oriented. According to Azeb (2002) among other thing, such kinds of education stress, on skill development. This is highly demanded for teachers' professional skill development in general and for English classroom teachers' language proficiency in particular. Since the goal of language teaching has changed from linguistic competence to communicative competence.

This has a great implication particularly for teacher education institutes where trainers have the task of helping the trainees. Such pre-service education must relate positively to their future career. Particularly for first cycle teachers, the training must enable them to teach effectively. Reid (1989) argued that the training of teacher 'candidates' should not be narrow rather it should encompass activities based implementation of the primary curriculum. Therefore 'the would-be teachers' wouldn't have problem in practical implement of learner-centered method of teaching at primary school level. Since they are made to be familiar with instructional method they are expected to use in the career.

Thus the present government of Ethiopia establishes teacher training institution in each region to provide such educational opportunity. Besides, due attention is given for the provision of quality primary education, since primary education is the most important level of education where foundation for further learning lay for total educational life of an individual. This basic requirement depends directly on the production of effective and efficient teachers. As this in turn plays an important role for the attainment of Quality Primary Education for all which is one of the millennium development goals of our country.

Richards and Rodgers (1986) examine three theoretical views of language: structural, functional and interactional. The role playing/simulation method follow from the interactional view. This view "sees language as a vehicle for the realization of interpersonal relations and for the performance of social transactions between individuals.... Language teaching content, according to this view, may be specified and organized by patterns of exchange and interaction or may be left unspecified, to be shaped by the inclinations of learners as interactors" (Richards and Rodgers,1986, p.17).

Role playing/simulation clearly promote effective interpersonal relations and social transactions among participants. "In order for a simulation to occur the participants must accept the duties and responsibilities of their roles and functions, and do the best they can in the situation in which they find themselves" (Jones, 1982, p. 113). To fulfill their role responsibilities, students must relate to others in the simulation, utilizing effective social skills.

2.2. An Overview of Teacher Preparation Program

As there are various view on teaching program, the question of how best can we prepare teachers? In order to determine a common body of knowledge seems to be experimental question and a debate issue among various researchers and educators. As Freeman (1989) and Richards (1987) cited in Gessesse (1990) any teacher training program should based on the answer for the following three vital questions

- For what purposes are we training the teacher?
- What are the basic components of their training?
- How do we impart these components to teachers?

These questions particularly for training second or foreign language point of view, according to (Ibid) the purpose of training could be determine both at national and institutional level. Usually both what and how component of the training program is determine at the institutional level.

The second one is to determine the basic component of teacher training according to (Ibdl) trainees are expected to attend personal professional and technical development through Knowledge, skills and attitude that could enable them to carry out their task effectively. This component is acquired by provision of adequate training. Most training program use both theory and practice as a method of imparting these components. In considering theory and practice they should be integrated in order to make the training effective and meaningful. Brown (1990:87) also regard language teacher in the course of training should acquired knowledge of the language (subject-matter) and knowledge of teaching language. Knowledge of the subject –matter or language refers to both knowledge of the form of the language and knowledge of the appropriate use of the language for communication (Gessesse 1990). Knowledge of teaching consists of knowledge of techniques, methodology of instruction as well as professional understanding of psychological, sociological and educational factors which affect the learning/teaching process in one way or the other.

Similarly Smith (1960:15-16) on his article "professional aspect of teacher education" states that student teachers preparation ought to include: specialized knowledge of the subject, professional knowledge, which includes understanding of the role of the school, contribution of science and an appreciation of educational process and practice teaching, so as to make them confident when they take their full time job.

Thirdly the question of how do we impart these items to the trainee is also the basic question of this study. Could be inferred from the following discussion

Concept of teacher training, education and development

The terms teacher training, teacher education and teacher development programs are key terms in the professional development of teachers. Several writers made distinction between these terms for example Richards (1987) and Freeman (1989:37) viewed education as umbrella term under which training and development comes as two educational strategies. Both Richards and Freeman regard training as a strategy appropriate for the observable and quantifiable change in the teacher while development for strategy appropriate for unobservable and unquantifiable change in teachers. According to Freeman (1989:27) strategy of training is used to impart a skill and knowledge through methods such as lectures, demonstrations, film, group work or individual work. In training the trainee to put their knowledge into practice peer teaching, micro teaching and teaching the main forums while development strategy is used to give trainee opportunity to discover things by themselves through reflections, critical thinking or generally through awareness. According to Freeman (1989) in order to bring change in the awareness of the trainee, the trainee should be given opportunity to observe, to think and to practice. To make this happen trainee need to participate in variety of teaching practice which are supervised by skilled teacher. Moreover trainee need to "provide with opportunity where they can discuss their and others experiences and encourage to relate these experiences to the theoretical study they had earlier". To meet this objective instructional method such as discussion, seminars and workshops are considered to be appropriate.

Whereas As Edges (1988) cited in Wallace (1991) viewed education and training as something that can be presented or managed by other where as teaches development is something that can be done by and for oneself. Wu, Yi'an (2004) cited in Yanling and Naizhao (2005) Professional development is a lengthy, gradual process of learning, featured by reflective thinking, constant evaluations of one's own teaching and constant pursuit of improvement, by exploration and experimentation.

Educator like Widdoson (1983) as cited in Woodward (1991: 141) made distinction between teacher training and teacher educations. According to his definitions training has "convergence and a reliance tendency in established technique" whereas educates has "a divergence and a readiness to break from the confinement of prescribed practices". Prabh (1987), as cited in wallace also agrees with Widdoson's definitions. However Prabh made a general distinction between the two perspectives from language education point of view. Training "use to equips learners knowledge, skills or patterns of behaviors that they will need later to be useful and productive", while education is used to "give learners opportunity and support necessary to realize their own potential so as to enable them to cope with divergence and on going change".

Consequently Prabh regard at present that any curricula activity can be a mixture of this two views for both language learners and teachers either in formal governmental educational training institution or others. Therefore according to Prabh only true enabling procedure in teacher training could encourage professional activities and increase the teacher's ability to interpret experience and to relate perceptions to practical problem. It could also be said that, according to Yanling and Naizhao (2005) teacher education or teacher development program which involve exploring once own classroom, planning to observe and reflect on once own teaching with the help of theories and approaches, are almost non-existent at tertiary level.

Models of teacher education

Wallace (1991) who regarded the nature of teaching as a professional activity proposed three different models of professional preparation namely Craft model, applied science model and Reflective model. As it is described in Wallace (1991:15) craft model was

traditional and dominant model till the end of Second World War. Where the first kind is Craft model here the trainee learns by imitating and by following instructions and advices of expert. This model give due value to the experimental aspect of professional development but it is essentially static and imitative in nature. It is basically learning by apprentices, it is conservative and depends on static society for effective techniques. As a result there will be no or very little change over along period of time. This contrasts with present dynamic society. Consequently, as it is shown in Wallace in this model teaching is seen as imitation of established techniques and the student teacher learners from the experienced teacher who is regarded as an expert in teacher education. And the role of the trainee is to imitate, follow instruction and advise of master teacher.

The second is applied science model. Like craft model it is also traditional but it is still used in training or educating different field professionals like physician architects and so on. Wallace (1991:11) states that this model based on the achievements of empirical science. These findings of scientific knowledge and experimentation are conveyed to the trainee by those who are experts in relevant field of study. In most universities and colleges courses design based on this idea of teacher training. Particularly for instance in English language teachers training this includes all the obligatory course work like psychology, education and EFL methodology courses that help students to start to put their theoretical knowledge into practice. In other words this model help trainee learns how to put the finding of scientific knowledge and experiment done by experts in the field into practice. Therefore in this model teaching is the application of empirical scientific knowledge. The role of the trainer is to convey knowledge to the student. Students are expected to construct an appropriate methodology to put what they have learned in practice. The students are passive recipient. Thus it is one way interaction. Therefore the approach of this model can be referred as top-down

The third kind is reflective model. According to Wallace (1991:15) this model involves two elements namely: experiential knowledge and received knowledge. Where the received knowledge derived from research finding which includes the necessary and valuable elements of scientific research is combined with experiential knowledge which relates to the professional's on going experience. In this model teaching means recalling past

experience and reflecting individually or in groups before some form of practice. Here learning is cyclic and life long. The role of the teacher educator is to facilitate. The role of the student teacher is to develop personally and professionally. Here unlike the craft model the trainee observation of experienced teachers is not a matter of imitation rather it is a matter of carefully structured reflection, so that the trainee could best benefit from the period of observation.

This model is usually introduced in the form of "learning to learn " with the aim of developing the trainees awareness of their own learning and a better understanding of their future learners. Moreover the component of EFL methodology courses is thought to provide the ideas and met language that would enable them to describe their own teaching practice and reflect on it. It provides opportunities for trainee to learn through reflection, sharing and practicing. Thus reflective model promote independent learning and encourage problem solving.

As it is seen above what is seen in teacher training go with the idea of applied science model while professional development go with what reflective model aims. One of the aims of reflective model is to enable teachers to be more effective, which is part of professional development.

In teacher education, according to Wallace (1991:17), the dilemma of "to choose or not to choose" among these models could be resolved by not to choose. Because neither of the models is mutually exclusive, to get the benefit from the three models integration of the craft, applied science and the reflective model is recommended. Although the reflective model is certainly the most valuable it could be successfully implemented only when the trainees have something to reflect on. Since the basic idea has to come from knowledge of basic theory and from observation of experienced teacher practice by deemphasize the imitative nature of craft model.

In terms of general curriculum, however it is not the question of selection rather it is a matter of giving emphasis. Hence for training teachers from teacher training and philological components, courses with teacher training components should be given emphasis.

Based on the above discussion, therefore, it could be summarized that in any teaching program there should be a balance between theory and practice. For this effect reflective practice is needed for the integration of theory and practice. Since the would-be teachers need to practice what they are going to teach specifically with the reference to the reflective model.

2.3. Primary English Language Teacher Training

For the successful implementation of English teaching at elementary level there is an argument on the need of English improvement courses along with English methodology courses in training elementary generalist teachers. For instance in several institution English improvement courses weren't offered for the reasons that such training has short duration i.e. one or two years. Besides, their training intention is to produce generalist teacher of primary level not English specialist teachers. Dickinson N. (1991) also regard such demand of an English improvement courses for primary teachers trainees as too much expectation or as being "unrealistic demand" in relation to the duration of training.

However, teachers from the developing country strongly argued on the need of spending too much time on language improvement programs, especially on grammatical improvement (Haye 1991:150). Berry (1990:99) also explain the importance of high language proficiency particularly for non native language teachers. Since it is important in determining the extent to which the teachers use the target language in classroom and provide reliable input for learners. Moreover, such improvement is seen as an essential first step to increase awareness of the need for using the target language in the classroom. Hayes D.(1991) also acknowledge the sensitiveness of this issue and that they are under pressure to include direct language improvement session in their courses, on his study entitled "The Teacher Training in the Sabah Primary English Programme". In spite of such pressure they chose for language improvement to be dealt with in methodology sessions incidentally.

On the other hand to tackle such problem Willis (1981), Dunn (1985) and Clark (1987) emphasis on the item of the language the learner could learn to use in classroom to carry out day to day task for instance to give instruction. Thus they suggest that language

courses item have to be related to the syllabus or textbook for successful implementation of English teaching at elements level. However; Dickinson N.(1991) study result show that the cause of difficulty of teaching students is not the identification of useful language or the relating (or not relating) of these language item to the syllabus of elementary level but the real problem is the level of primary English teachers. Thus he takes language competence of the teachers as one aspect of teacher training program and he gives priority to the proficiency in English language skill above pedagogical expertise.

Moreover Dickinson study indicates students low level of English proficiency could lead to considerable teachers' insecurity in classroom and lack of confidence or low self-esteem. It may further prevent teacher to go beyond the word that are printed on the page of the textbook. Berry (Ibid) also noted that high language proficiency increase teachers' confidence in the use of the target language in classroom and in wider choice of methodology. In line with this Wallace(1991:15)regarded the skilled language teacher as the one who could " be able to speak the language at a reasonable degree of fluency to organize pair work and group work, to read a simple phonic transcription, to be familiar with certain grammatical terms and so on."

Generally there is no question about the significant of language improvement courses but the problem is the shortness of the training duration to make students proficient in English. Therefore Dickinson N.(1991:166) suggest that it is possible to sketch out the following recruitment as a desirable profile for primary school teachers teaching programs particularly for the developing country.

To begin with particular aspects of entrance criteria, the would-be teachers need to study English through out their high school career at least four years and the school examination system that they go through out their high school career at least four years and the school examination system that they go through or experienced should have an oral component .The second aspect is that the primary school teacher training should have had at least, a component on how children learn to speak the mother tongue and to read and write since it is the basic component on first and second language acquisition and learning. In addition there should be a component on how to teach a foreign/second language with particular reference on how to teach a new syllabus.

Generally speaking, according to Dickinson N., primary English language teachers training should focus on the acquisition of self-confidence, motivation and developing positive attitude towards the teaching profession, good proficiency in English and good in sight to use English in classroom management task.

Brumfit and et al (1988) give high priority to primary teaching methods than proficiency in English. Since teaching at this level need skills which are very different from those needed else where. For instance the primary methodology courses should be more emphasis on the role of story (Gavie 1989), dance, role play and puppet activity, model making and interactive task based activities. Thus they suggest the need of training teachers with foreign language competence in close coordination with teaching methodologies. Presently inline with this according to Brumfit and et al there are two major issues in which English teacher training at primary level should base on:

1. The development of language awareness and.
2. Awareness of children's learning.

Hayes D. (1991) who shares the ideas of Bromfit and others suggested that teachers could be lead to successful change by raising their awareness on particular methodology and by questioning their practices. Hayes in his article "Teacher Training and Development" describes the change in English language syllabus and methodology at primary level which move from what had been traditional approach to teaching and learning to one which put new demand on teachers. According to Hayes such change doesn't stop there rather it lead to another change in program of teacher training and development. In addition Hayes pointed out the importance of equipping trainers not only with knowledge of the new ELT content but also with the management of the means for delivering that content. As Richareds (1998,xii) cited in Yanling and Naizho (2005) describes such change

“do not merely restricted to change in teaching practices or approach but also in the teaching philosophy but more important, to changes in teaching philosophy, which deals with teachers’ knowledge, beliefs, attitude and thinking that inform such practice”.

An effective teaching is not an outward characteristics of a teacher such as being concerned, active, respected etc. it is rather teacher believe and thinking (Ericson 1984) it is teacher beliefs that teacher action are highly influenced by, even more than they are determine by their knowledge (Williams and Bruden1997). In line with this Pajares (1996:2) cited in Abiy (2002) states that people get into the task when they feel that they are competent and confident but if they feel that they are not competent they will avoid it. What Abiy found out that people effort to accomplish task could be influenced by their belief. “Hence, the trainee competence belief and their confidence in teaching can influence their classroom teaching in teaching practice.

2.4. Effective teaching

The term “effective teaching” has been viewed in a number of different ways. Attributes of teachers is one way of them which is used before 1960s. This involves personality traits, sex, age, knowledge and training. After the 1960s, however, research on effective teacher focus on classroom activities in particular on interaction between the teacher and pupils. However, such focus produce no any valid information on the linkage among process variable or specific teachers behavior, context variable and student achievement or Product variable (Kyriacous (1977; Brophy and good 1986).

The teaching learning process has Shift from process-product to the teachers’ thinking, belief, planning and decision making process (Fang1996) the shift of emphasis is towards teachers perception might be because on one hand knowledge understands as the development of beliefs and attitudes

Then Zagrebsky(1974) suggest viewing effective teaching in relation of student achievement. This is provided by giving learners good learning opportunities and by observing them while selecting one of the appropriate for them to tackle the given task. In addition it is also done by encouraging them to be aware of their learning strategies that they have already mastered.

Kyriacous (1977: 11) on the other hand pointed out the advantage of viewing effective instruction in terms of active learning time and quality of instruction. Active Learning Time (ALT) is referred to the amount of time spent by pupil actively engaged in the learning task and activities designed to bring about desired educational outcomes. Creemers 1994, Fisher, 1995 cited in Kyriacous (1997) represent the notion of actively engaged not like keeping pupils busy rather it is creating and sustaining the appropriate mental engagement with the learning activities required to bring about effective educational outcomes. It could also be related to the amount of time pupil spent on the outcome with great gain in educational attainment. Particular example of this is primary school teachers who allocate more curriculum time to task behaviors.

Quality of instruction (QI) on the other hands is referred to the quality of learning task and activities in terms of their presentation and their suitability to bring about the desired educational outcomes. Quality of instruction could also be regarded by the kinds of instructional strategies used to present the material to be learned and its suitability to bring the desired learning outcomes. Broich (1988) and Saskatchewan Education (1984) regard effective instruction when there is a much of instructional strategies or methods with the task or activates to attain the desired educational outcomes.

In the past time, particularly in the field of language teaching, there was specific approach or method for the request of teaching some aspect of language. At present, however, there are too many approaches and methods to choose. From language teaching point, following Zahorik (1998:6) concurrent models of effective teaching, Richards (1991:34) viewed effective teaching models into three: science-research, theory-philosophy and art-craft based on their specific assumptions about what the essential knowledge base, skills and attitudes of effective teaching. In view of science-research and theory- philosophy models effective language teaching methods as well as theories are found out or

developed by researchers. Here teachers are regarded as the recipients of findings and developed theories about effective language teaching by researchers.

Consequently, in these models teachers are expected to develop lesson plans and activities that incorporate them. In this model according to Richards there are two recent conception of teaching: task based instruction and learner training. Task based instruction or the use of interactive task to encourage particularly language learners to negotiate meaning in the target language. While learner training relies on research in the learning style and strategies used by successful language learners both to develop learners training to be used in the language classroom and to raise learners awareness of the importance of these styles and strategies in their own learning processes(Oxford 1990). Therefore these two language conception will based on what is identified by researcher as what works in the language classroom. Whereas in the Art-Craft model effective teaching is found out by make teachers to be responsible for doing their own research or determine what is effective in their own classrooms. In other words it could be found out by encouraging teachers to determine what "works".

According to Fanselow (1987) this processes promote self-discovery that enable teachers to promote their own strengths and weaknesses through professional development activities and reflection. When teachers were asked about their views about the above discussed model those teacher who previously used to be told that only the researches have solutions to problems we encounter in teaching like to use the first two models and some find the freedom in Art- Craft model a little frightening and difficult to trust their own instincts. While others found to have interest to develop their own definition of effective teaching but don't see how reflection activities can contribute to attain the goal. Since they hope to see concrete results like: increased in students' achievement, higher test scores.

According to Richards (1991) reflection ones own teaching is a logical extension of the question, "Did my students benefit from what happen in class today?" It is an effective way of evaluative skills to the point that we feel confident in ones own ability to define what works in ones own classroom.

2.5. Theoretical Background on models of Instruction

Since education is part of society, changes in society have influence in education, Michael (2003) states that "a move from an old societal organization which is authoritarian, having domination –subordination relationship to a new democratic relationship with shared power by every one, bring about a shift in the methodology of teaching that is from old transmissive to modern innovative methodologies which follow a more interactive approach. Similarly Judith Conway (1997) in her article entitled "Educational Technology's Effect on Models of Instruction" viewed an advance in educational technology as another contribution for the shift of teaching approach from behavioral to cognitive; which in turn leads to pedagogical shift from transmitting a body of expected knowledge that is largely memorized to that of largely process oriented.

From education point of view transmission model of instruction is also known as direct instruction or explicit teaching which grounded its foundation on behavioral theory. B.F Skinner is one of the major proponents of this theory. In this approach teaching and learning have cause and effect relationship. According to Judith Conway, Prior to 1970, Behavioral psychologists are the one who formed the basis of how teachers behaved in the classroom. The role of teachers is as modifying the behavior of the students by setting up situations to reinforce action in learning. Besides; teachers are the one who determine all of the skills needed up to the desired behavior and make sure students learn them all in a step-by step manner. Here the desired response does not need to go much from what is provided.

Thus the task of the learner is simply to produce a response that resembles as close as possible, the form and the content of the stimulus. It is obvious that the "teacher is invested with absolute authority as the transmitter and the learner is necessarily assigned the role as receiver. Here the task of pedagogy is to the transmission and to involve the learners in activities which will facilitate the transmission. From language point of views it is easy to see that language teaching has commonly carried out in accordance with this general educational principle of transmission by authority. In this case the teacher is in the custody of the knowledge of the foreign language to be conveyed.

Whereas in constructive as well as in progressive model of instruction education is not seen as a process of transmission of truth but it is a way of enabling learners to learn by their own efforts. They perceive the development of individuals as a whole person, by the promotion of learner responsibility and capacity for learning how to learn language in particular and how to learn in general. They also tend to focus on projects that requires solution to problems rather than on instructional sequences that require learning of certain content skills. Here the teachers are not instructors but creators and facilitator of an environment in which learners learn how to learn. He can also arrange the required resources and act as a guide to students while they set their own goal and teach themselves (Judith1997). As Roblyer, Edward, and Havriluk(1997:70) cited in Judith (1997) this model of instruction shares a set of common attributes and features with collaborative or cooperative learning for the reason that students typically work in cooperative groups rather than individually.

According to Judith (1997) constructive model has a nature of cognitive approach which makes learners to interact in group so as to accomplish tasks. It is based on the work of many theories like educational philosopher John Dewey, educational psychologists Lev Vygotsky, Jean piaget, Jerome Bruner and others. According to these theorists in this model learning is construction of knowledge in a social context. Therefore the effectiveness of communication depends on interaction of teacher\learner. Teacher input into learner intake. Particularly it depends on the knowledge of the world or schematic knowledge to making sense, negotiate what is received so as to make it their own, meaningful with in their own conceptual space (Clark 1987:49). According to Fang (1996), the advance of cognitive psychology has shift the emphasis of teaching-learning from process-product observations to a focus on teachers thinking, beliefs, planning and decision-making process. This shift emphasis towards teachers' perception since in cognitive approach knowledge is understood as the development of beliefs and attitudes. Williams and Burden (1997) view beliefs and thinking as teacher inward characteristics. Teachers action is highly influenced by their belief even more than their knowledge. Therefore constructive model could be referred as a model of instruction which follow a more interactive approach which base its foundation on cognitive approach of modern innovative and process oriented methodologies.

From language use point of view particularly in English language linguistic there is a shift from form to function, which is from language to be internalized as knowledge to language to be externalized as activity. There is also shift from transmission model to convergence model of language teaching (Clark 1987). According to Cook (1983) transmission model is regard "as a one way traffic it is the process of sending and receiving messages as parcels of meaning which, in principle, remain intact as they are taken in". Whereas in the convergent model the message doesn't remain intact rather it involves converting the messages meaningful to the second person's knowledge of the world, or schematic knowledge. With regard to language pedagogy, transmission represents learning as the matching of learners' intake to teacher input. Here the second person intention is left out.

Whereas the convergence model communication depends in second person purpose in attending to first person message it is a kind of self-regulating control of intake in language use. However in pedagogy, there is second purpose, namely to learn the language. And this is a process which is supposed to be done by teacher. Here the main task is to bring the two purposes together. According to Clark 1987 this could be done by devising classroom activities which could combine features related for two kinds of purposes on one hand students need to have some reasons for doing the given activities. While on the other hand these activities need to be design to achievement communicative purpose in such a way that promotes the achievement of learning purpose.

Clark (1987) who argues about the important of defining the subject, English in view of both content and model of teaching pointed out the consistency and interdependency between a convergence view of linguistic communication of language and progressive view of education models. Both of them reject transmission and promote independent initiative. Progressive allow learner access to their own individual selves as a source for learning. But this resource is still need to be controlled and directed by the teacher. A convergent view of communication similarly allow second person to engage their own world in the interpretation of message.

Moreover the definition of these language modes with the view of the dependence relationship between syllabus and methodology are:

- In transmission model the methodology is at the service of the syllabus, its function being to get the syllabus content received as effective as it's possible.
- Whereas in the convergence the syllabus is at the service of methodology: Its value is to provide the means whereby effective communication can be enacted in class. (Clare1978)

2.6 Instructional Strategies

Different educators categorized instructional strategies differently. For instance, Heinch et al(1996) state that instructional strategies categories as student-centered and teacher-centered as the result of the influence of media and technology. Which in turn lead to a change of the role of instructor and learners in the classroom. In student-centered instructional strategies the role of the teachers are as provider of resources as well as director and facilitator of learning. Consequently students will be engaged in the process of teaching and learning process actively rather than being only passive receptor of knowledge like in teacher centered.

Student-centered instruction is regarded as modern innovative and process oriented methodology where students follow a more interactive approach like "explore the world, gain access to libraries, consult other teachers and use other resource to obtain the knowledge they seek." Whereas in teacher centered the teachers role is as provider of all the knowledge and learning and the students are passive recipients. Besides, recent English classroom-based research favored learner-centered, task-based approach than teacher-centered, grammar based since it is perceived to be have contribution in attain proficiency- oriented goals and promote cooperation as well as great responsibility and harmony among learners who should themselves create the context and content of what is learned according to their individual needs and learning styles(Nunan1988, Johnson and Johnson 1989)

Borich (1988) on the other hand categorized instructional strategies which could be implemented in using different kinds of methods into: direct instruction and indirect

instruction. Here Borich pointed out as indirect instruction coincide with teacher-centered instruction and indirect instructional strategies with student-centered instructional strategies. As Borich further describe the direct instruction is mostly implemented while using lecture methods, didactic questioning, drills and practice etc. Where as indirect instruction is used while using inquiry, reflective discussion, group work, problem solving activities etc. Borich also indicate that each instructional strategy is most likely used to produce a particular kind of learning outcomes for example the acquisition of knowledge which involves facts, rules and action sequence is most commonly best taught through direct instructional strategies or transmission approach of instruction. While the kinds of learning outcomes which emphasizes on problem solving or inquiry involves concepts, patterns and abstractions are most commonly taught using indirect instructional strategies.

Whenever teachers are going to teach they always involve into instructional choice. For example, in order to create learning environment and to specify the nature of the activity in which the teacher and learner involved during the lesson appropriate method need to be chosen. In line with this strategies that will go with the chosen method will be chosen. Despite some method goes with variety of strategies often particular method is associated with certain strategies. Therefore; it is up to the teachers to choose either student-centered instructional (indirect instructional strategies) where students involve in the process of obtaining knowledge or teacher-centered instructional strategies where students provided with direct instructional experiences. In doing this teachers need to see the congruence among learning outcomes, instructional method and instructional strategies. Despite each strategies has got their own purpose Borich suggests that to get satisfactory educational out come these models should be employed alternatively neither of this model shouldn't dominate once own classroom instructional style both kinds of them should have "prominent and equal place in any classroom.

Whereas in Saskatchewan Educational (1988) instructional strategies categorized into five: indirect instruction, direct instruction, interactive instruction, experiential instruction and independent study. However they are not completely exclusive they interrelated. For instance according to (Sask Educational) role play could be found both in interactive

instructional and in experiential learning problem solving method also found both indirect instructional strategy and interactive instruction strategies.

In the following section direct and interactive instructional strategies will be discusses since the purpose of this paper to see teachers behaviour in teaching English language teaching

2.6.1 Direct Instructional strategies

Direct instruction strategies or explicit teaching is essentially one-way of interaction. A large share of teaching time is devoted to provide information directly to students. Here the teacher is the major provider of information. He/she presented it systematically in small steps, pausing to check for students understanding, eliciting active and successful participation form all students. As Rosenshine(1983) cited in Borich (1983:145) in using direct or explicit instructional strategies there are six fundamental instructional function to follow namely:

1. Daily review, checking previous day's work and re-teaching (if necessary)
2. Presenting and structuring new content
3. Guided student practice
4. Feedback and correction
5. Independent practice so that students responses are firm and automatic seat work
6. Weekly and monthly reviews.

Rosenshine (1983) also indicate that the above six steps could reduce to three-steps process: demonstration, guided practice and independent practice. In this process demonstration is the first step. Here what is to be learned will be structured and presented. This is followed by guided practice where the teachers lead the students in practice, checks for student understanding, providing prompts, and providing corrections and repetitions when necessary. Then when the students are shown good stand in their initial learning the teacher could lead them to work with less guidance which leads them to

independent practice. At this point students could be able to retain and apply knowledge and skills.

However; sometimes independent work or "seatwork" may not be successful thus teacher need to help or manage the student. Students are more engaged in the given task if teachers give instructions during independent work than let them to do it alone.

Fisher et al (1980) as cited by Rosenshine showed that teacher interaction with student during set work was positively related to the achievement of students. Thus Fisher et al recommended teachers contact time relatively to be short on the average 30 second or less. As long contact time with one student could make the teacher to face with shortage of time for monitoring another student and it may also be indicator of incomplete initial explanation. One more effective procedure to increase students engagement during seatwork was to break down the task.

Therefore, according to (Rosenhine 1983) we could conclude that direct instruction is a process of instruction in which the teacher initially take full responsibility for the teaching leaning process then the teacher slowly "relinquished" the responsibility to the students. We could refer such kinds of instructional strategies as teacher-led or teacher-fronted. According to (Borich 1988, Sask Educational 1988) instructional method that involve direct instructional strategies are like: lecture, demonstration, drill and practice

2.6.1.1 Lecture

Lecture class, one way communication. According to Nolasco and Arthur (1988) the teacher is primarily engaged in the transmitting content with out much of an attempt to negotiate with learners. Sometimes the input might be beyond student grasp or need. This approach of language teaching is convergent as a result the version of the text is the version of teacher's which is taken as an authoritative view of the text.

According to Wallace (1991) lecture is the dominant method used in higher education. Lecture method essentially characterized as one way of interaction where teacher talk to the students for an extended period of time usually between 15 minutes or one hour. Lecture method is of many kinds: Formal Lecture is the one which is carefully prepared in the form of paper or script usually audience participation is not welcomed except questions at the end. Gapped lecture is the other which is intercepted with other types of activity like buzz group work, which is a form of activity in which group of students have a brief discussion, to generate ideas , to answer specific questions etc.

According to Borich (1983) the most common kind of lecture is the one which implements explicit instructional strategies or didactic teaching. Such kind of lecture is multifaceted by its presentation which involves not only large amounts of verbal lecture but also teacher-student interaction involving questions and answers, review, practice and the correction of students errors. Brown (1985) argued as various research finding showed that lecture method is as effective as others method in presenting information and providing explanation. Moreover theories and underling methodologies could also be taught as effective and perhaps more efficiently in lecture.

Brown and Bakhtr (1983) study on teachers and students attitude towards lecture method show that both of them appear to like it though student often comment on the poor quality of teachers lecturing techniques. To mention some of the student comments : inaudibility, incoherence , failure to pitch at an appropriate level, failure to emphasize on main points, difficulty in taking notes reading a loud from notes and poor chalkboard work , Too much concept too quickly assuming too much knowledge, forgetting to provide summaries, and difficulty in timing the length of a lecture and others.

According to Brown (1985) both teachers and students value clarity of presentation that is structuring and expressiveness regarded as being high quality of lecture. If lecturing is thought to be effective its quality should be improved. Among various university study findings, Wallace (1991) quoted Marries (1964) on finding of some ways of achieving this valued quality

- Linkage
- Briefing
- Over viewing
- Signposting
- Final summary

Brown and Bakhter (1983:287) on the other hand suggest three ways of improving the quality of lecture. The first one provides lecturers and student within formation on how lecture may be structured and presented. The second one is giving lectures special training in skills of lecturing. The third one is to train students listening, observing and not taking from lecture improving the quality of lecture.

Moreover according to Penner (1984) in order to incorporate active learning in the classroom while using lecture method could be modified in three ways. The first way is allowing students consolidation the notes by pausing three times for two minutes each during a lecture, The second is inserting different methods like demonstration and class discussion. The third is creating an alternative lecture format like feedback lecture, which involves two minute lectured separated by a small- group study lesson, the guided lecture, where student listen to 20-30 minutes presentation without taking note, followed by writing note for five minutes followed by small group elaborating the material.

Limitation

From language teaching and learning point of view, according to Long and Porter (1985) in teacher fronted lecture second language learners are found to be much less proficient as they hardly get ample opportunities to practice the new language. Besides such instruction neglects many individual variations among learners Long and Porter (1985:210)

The role of the teacher is to orchestrate or dominate most of the work in class. That is to say, the communication is one way; teacher to learner, the teacher is a lecturer or

transmitter of knowledge and material Murdoch (1990:10). The teacher is primarily engaged in transmitting content without much of an attempt to negotiate with learners. Sometimes the input might be beyond and outside student grasp or need. This approach is convergent: the version of the text is the teachers' version, which is presented as an authoritative view of the text. Such a classroom process may be desirable for two reasons; it solves the problem of discipline by keeping learners' occupied and imposes 'homogeneity'.

2.6.2. Interactive Instructional strategies

Interactive instruction relies heavily on discussion and sharing of ideas among participants. According to Saskatchewan Education (1984) <http://w.w.wsasked> such kind of instruction provide opportunity to "react to the ideas, experience, insights, and knowledge of the teacher or peer learners and to generate alternative ways of thinking and feeling". Students can learn from peers and teacher to develop their language skill, social skill as well as to organize their thought and to develop rational argument.

In teacher fronted- interaction strategies the learner negotiate at three level-with the text, with peer and with the teacher –converted classroom activity to communicative process. These processes acknowledge learners interests, knowledge, level of competence and limitations and extends the scope of interaction.

Thus the interactive instruction strategies allows for a range of groupings and interaction methods. These may include total class discussions, small group discussion or projects, or students' pair works. In order to accomplish all this task teacher need to outline the topic, the amount of discussion time, the composition and size of the group and reporting or sharing techniques. The success of the interactive instructional strategy and its many methods like discussion, different kinds of group work etc is heavily dependent upon the experience of the teacher in structuring and developing the dynamics of group. Teachers

are facilitators of learning who focuses on the learning process by encouraging cooperation among the learners during group activities Brumfit (1984).

This kinds of instructional methods are non-traditional instruction where the students worked independently and in-groups on specific assignments. They discussed lessons in the text by focusing upon "real world" applications. The role of the teacher is to monitor the students and give advice or ideas so that they may draw conclusions and solutions independently or cooperatively.

In language teaching and learning point of view Brumfit (1984:73) recommend that pair and group work should be employed without this the learners may not have an ideal situation to practice the target language. Besides in order to learn the language learners should be endorsed in an activity using the language as a central means of communication. Particularly for second language learners classroom is the only place were they could get opportunity to practice the target language. Therefore learners should have to be put in communicative situations in which they will be able to develop their competence. Group work and pair work are among the possible way.

2.6. 2. 1 Pair work

In language teaching, pair work regard as one of the non traditional teaching method. When we tried to see what really happening when learners work together in pair activities, Learners moving information crossing an information gap is found to be seen as the goal of pair work. Information gaps shouldn't be goals, they should be starting points. Learners should add their own ideas and experiences. Pairs may be working together, exchanging information about some thing but the answers really don't matter what matters is the pair use of language.

According to Helgesen (1998) Information exchange is useful, but we need to move students on to tasks that include *experience, opinion, and reasoning* gaps. Crossing these gaps, learners become more involved. By adding learners' experiences and opinions to

Certainly as a profession, we should consider it, if for no other reason than that language, classes, and our students are each complex systems--unlikely to act and react the way they "should". Perhaps Complexity Science can also offer insights into classroom activities. A key concept in Complexity is *the edge of chaos*--the area between order and the chaotic, a mixture of the two.

Choleminski, Kindt, Kumai, Lewis, & Taylor (1997) cite in Brumfit (1984) assert that contend that systems at the "edge of chaos" exhibit the most interesting behavior, such as information processing and creation. What happens in "Find Someone who...?" You might talk to person X, or to person Y. Or to someone else 'Randomness' and you might ask question one or question seven or a different question 'Randomness' and that person might say yes or she might say no 'Randomness' Randomness--but all within the framework and structure of a complex activity. Inherent in the activity are the high levels of (usually personal) data exchange. But this nearly total randomness occurs within the parameters of the activity. Those parameters, called *attractors*, provide the support and structure for the task. It's a task at the edge of chaos. Perhaps that's what makes it a great activity.

2. 6 .2. 2. Group work

Studies on the contemporary foreign language class revealed that too much of the lesson time was consisted by teacher talking time thus students couldn't get enough time for practice. Consequently too much teacher Talking Time (TTT) became taboo and in 1970s group work came into the standard of EFL teaching class with communicative methodologies. Before the real application Peer-critiquing is very much the fashion in ELT class In peer-critiquing, learners review their partner's writing and make suggestions for improvement.

According to Wallace (1991:15) group work is learning activity which is done by group of learners working together along with the whole class. Unlike lecture method group work has essentially an interactive in nature. It help teacher to devote more time to the students' oral production which presently became a priority to foreign language classroom. In this method less confident students will get the chance to put their knowledge of the new language into practice on less threatening environment. Students will get used to help and learn from each other instead of being dependent on teacher. Meanwhile, the teacher is left free to discreetly monitor progress and give help, advice and encouragement when it is needed.

Gall (1974:232) defines discussion method of teaching as a process in which a small group assembles to communicate with each other. According to Gall in discussion method to achieve instructional objectives the process of speaking, listening, observation and other non verbal process are critical attributes. Heinich and et al (1996) also regard the exchange of ideas and feelings among students or among students and teacher is an essential character of discussion.

Discussions in the classroom setting should have many sequences in which one student remark is followed by an other By contrast, the prevailing method of classroom discussion is teacher question – student response –teacher -feedback – new teacher question(Gall1974 :233)

Discussion method could be used at any stage of the instruction/learning process of interaction. It could be in tutorials, small groups or in large groups (Gall1974).

In this discussion method teacher has a role of reviewing summarizing or maintaining a periodic schedule of interaction.

To monitor such discussion teachers should

- Orient the objective to the students
- Provide accurate information
- Review, summarize, relate facts and opinion
- Redirect flow of information and ideas back to the objectives of discussion

(1987:9) Cooperative group have several variation according to (Slavin 1987 Arends (1994:344) some of the variations are:

- **Student Teams Achievement Division(STAD)**

The team members use worksheets or other study devices to master the topic and then help each others to learn the material. The members of the teams are mixed like in high, average and low achievers. Individually students take timely quizzes and are given score. Teams compute to get good team score.

- **Jigsaw group**

Each student on the group would be responsible to become an expert in one topic or task and others are responsible for teaching that aspect to the others. Then they will share what they learned to their group and plan their presentation to the class.

- **Group investigation**

Here student will choose a topic to study and with an in- depth investigation which involved in planning both the topic for the study and the way to proceed and to present a report to the whole class.

Advantage of Group Discussion

Heinich et al also state varies advantage of using discussion method. To begin with it is useful for the teacher to assess the knowledge, skills and attitudes of a group of students. For instance in post-presentation discussion it could be used as a forum for questions and answers to check students understanding for what the instructor intended and evaluate the effectiveness of instruction. If the instructor had never taught the students before discussion could help the instructor to establish a kind of relationship with and with in the group that foster collaborative and cooperative learning. Second it helps each learner to internalize the message into his or her mental frame work as it gives the opportunity to

participate in sharing experience. Third it could be used as motivation to arouse learners' curiosity to key point in order to prepare them for presentation.

Further as Hill (1977) cited in Gall (1984:2) ample research evidence shows that classroom use of discussion should be promoted because it facilitates subject matter mastery, attitude change, moral development, and problem solving and communication skill development. The discussion method is also important because it promotes the values and process of democratic society.

Moreover, Hill (1977) advocates the use of discussion for promoting critical thinking and other cognitive objectives. McKeachie and Kulik (1975) reviewed many studies evaluating the effectiveness of discussion for promoting subject matter mastery at the college level. Discussions provide a good opportunity for students' to express their attitude towards a topic or issue. According to Gall attitudes can be expressed at three levels namely: beliefs, feeling and disposition to act on the basis of one's beliefs and feeling. Moreover it helps student to become aware of their own attitude and other group member attitude. Many researches are evidence the effectiveness of discussion method in changing attitudes (Gall 1984).

From second language teaching and learning point of view in particular group work has the following pedagogical use. To begin with group work increases language practice opportunities, dividing the class into small size unit like groups and pairs lead to a great extent of language being practiced by each individual learner. By making learners perform learning task through small group interaction. It is a form of learners' activation that is of particular value in practice of oral fluency.

Asking students to work in small group, therefore, is one of many approaches allowing students to learn the new language interactively. When students are performing tasks in small groups, this increases the amount and types of target language used by learners, however; when the students are locked into the initiation of teacher language exchange under the same instruction, their talk is limited both in quantity and quality. Studies by

Long(1975:217)and Brumfit (1984:78) indicate that group work increases the quality and quantity of learner talk. Group work permits pupils to think aloud and by necessity to talk in less polished language. Thus group work discussion appears to be potentially more meaningful and help learners to produce a great quality language than the traditional classroom.

Unlike teacher fronted lessons when learners are working in a small group, they practice the natural setting for conversation, they engage in cohesive and coherent patterns of utterances there by develop discourse competence, and can take roles and thus practice a range of language functions related to those roles. In all this situation group work stimulates students' experience of interaction and help to generate a more relaxed cooperative classroom atmosphere.

As Jolly and Early 1974:2 cited in Bromfit (1984) psychologically group work increases the intellectual emotional participation or involvement of the individual pupil in the task of learning a foreign language. Some pupils are more intelligent than others while some (not necessarily the same ones) are more gifted in learning languages; some pupils are outgoing, communicative, extrovert personalities while others are shy and withdrawn personalities. In small groups all these types of learners can meet and mix, compensating for one another's strong points and deficiencies as language learners,

Group Dynamics

Group dynamics is a way of structuring and leading a discussion and it affect student functioning with in the group. The quality of group functioning in tern affect student learning from discussion (Gall1974:233). Gall (1974234) identified six structural and leadership factors that hinder or facilitate discussions namely: group size, group composition, group cohesiveness, communication pattern, group leadership and group norm.

Group Size

Research result show that small group size is successful since individual will have more participation in the discussion which result in great pportunity to practice the target language. Whereas large group spent more time in regulating group process and less on the task related talk.

Group Composition

The general research finding show those homogeneous groups are more cohesive than heterogeneous group, but they are not most effective in performance as that of heterogeneous .As Hoffman (1959) cited in Gall(1984) found out that heterogeneous group of college students showed superior performance on a problem that required multiple conception and cognitive reorganizations.

Group cohesiveness

Discussion group cohesiveness is usually defined as the extent to which group members like each other. Research studies have showed that high cohesiveness help to maintain participant membership in a group and leads to increase communication among participants. The effectiveness of cohesiveness on group performance are less clear. In some research there is appositive relationship between cohesiveness and group performance. Group norms are more influential in higher cohesive groups than in low-cohesive group. For instance, if norms in a high-cohesive group favor performance, its member will probably work harder than the low cohesive group member to achieve goals.

Communication pattern

One aspect of communication pattern which affect the functioning and the performance of discussion group is the net work of communication barriers and channel between the members of discussion group. In decentralized communication networks the communication channel between participants are open. Whereas in centralized networks the massage must be channeled through a person who occupies a central position in the group. Student interaction is frequent in a decentralized discussion, whereas the teacher or a few assertive students control discussion in the centralized network.

Gall 1974 reviewed several researches finding that participants in a decentralized communication network tend to be more satisfied with their group and they are likely to be more effective on accomplishing complex task.

Several researches have conformed that a spatial arrangement of participants in the discussion group has a great effect on the communication patterns. A circular seating pattern may occur in seminar, is preferable because all participants are in a face-to-face contact. For example the obvious principle that says a group members could interact more likely with other members if he or she can see as well as hear them since it is difficult to make good discussion in the usual classroom seating, where student sit in row facing teacher.

Group leadership

As Gall (1984) summarized Mackeachie(1978) research on leadership style, the function of leadership can be performed using an authoritarian , instructor-centered style or a democratic, student-centered style. Research findings favored democratic leadership style though the authoritarian may be more effective if the participants are willing.

Mackeachie (1978) identified six leadership functions in a discussion that a teacher should perform directly or should assign student:

- *Agenda setting*
- *calling the meeting to order and introducing the topic for discussion*
- *clarification of goal during the discussion*
- *summarization*
- *mediation and clarification of differences of opinion*
- *evaluation of group progress*

Group Norms

As Gall (1974) described each student usually enter a discussion with a set of beliefs about the discussion process and about their fellow participant. As these beliefs became communicated, usually nonverbally, they form a form of group norms that determine

discussion process and outcomes. Bridges (1979:21-26) identified six group norms which are important to achieve the objectives of discussion such as subject matter mastery and moral development. Unless these norms are shared by all or most of the participants the objectives of discussion couldn't be achieved. Thus Bridges referred group norms as 'moral dispositions' that are necessary for good discussion:

- willingness to be reasonable and to be influenced by other evidence
- peaceableness and conformance to such rules as only one person talks at a time
- truthfulness in what one says
- giving each person the freedom to speak his or her mind
- the belief that participants are equal in that each one of them potentially has knowledge of relevance to the discussion
- respect for all members of the discussion

Effective group work performance is dependent on the teacher's monitoring role. This is to mean if the group work activities are to run smoothly and effectively, teachers must monitor the group work interaction strongly and provide assistance when asked. Arends (1997:14) stresses this fact that when the teacher inspects moving round the class with attentive eyes and purposefully the interaction among the students will also go cooperatively and at ease.

During this process, the teacher should offer advice for students or provide the necessary language items, encourage them to participate, make suggestions concerning how they may proceed in an activity and the like. On the whole, the teacher should monitor group interaction to check if students have understood his/her instructions, to address how well they are performing the task given cooperatively and to evaluate particular language strengths and weaknesses for later Arends (1997).

2.6.2.2. 1 Seminars and tutorial

In both seminar and tutorial the main focus is usually on the discussion method, which may be structured in various ways or unstructured. As of Wallace (1991:29) seminars are one form of group activities usually organized formally or completely unstructured. In seminar a paper may be presented by one or more participants. All the participants need to contribute something to the discussion. The focus of discussion might be raised from topics suggested by tutor or from the previous lecture or essay written by trainee.

Tutorials are also a form of group activities, as it is described by Wallace it is usually lead by a tutor. It has many forms like workshops which involves a completion of a certain specific task by the contribution of each member of the group or discussions or it may activities be held on one –to one bases like one student and one teacher.

2.6.2.2.2 Problem Solving Method

Problem solving is one method implemented in indirect instruction which involves diverse thinking processes ranging from simple awareness and recall to associative, reflective, inductive, predictive and creative/reasoning.

Thus using problem solving is 'training the student in the thinking processes that involve technique of discovery. However problem solving is not only scientific process technique of discovery. According to Azeb (2002:81) from the view point of thinking process it involve 'attitude, hence feelings. Consequently it evokes discussion, dialogue, arguments and exclamation. Then people involved talk it out, sometimes quite heatedly ideas retreat slowly or are revised in the face of evidence. Likewise; when students are made to discusse in pair or group they will be confronted with problem situations such as disputes, controversies, differences of opinion etc. At this time they need to be helped to define the problem and concept to be able to determine relevant means of dealing with the situation. This involves recall of past experience or associated thinking to see what makes the present controversy, voting was used to resolved it. In such similar situations must be assisted to see that three is a need for the use of systematic approach to solve the problem, i.e. the use of inductive thinking where facts are put together in their meaningful relationships. Ragan (1963) as cited in Azeb (2002) insists that teacher need to create exiting experience in searching for answer and discovering to find out about things

through the use of their own power of observation and thinking can be rewarding and satisfying.

Basically; there are two major types of problem solving namely: reflective and creative. Regardless of the type of problem solving a class uses, problem solving focuses on knowing the issues, considering all possible factor and finding a solution. Because all ideas are accepted initially, problem solving allows for finding the best possible solution as opposed to the easiest solution or the first solution proposed (Sask Education 1991).

Problem solving is used to help students think about a problem without applying their own pre-conceived ideas. Defining what the problem looks like is separated from looking at the cause of the problem to prevent premature judgment. Similarly, clarifying what makes an acceptable solution is defined before solutions are generated, preventing preconceptions from driving solutions. Some people argue that problem solving is the art of reasoning in its purest form. In the classroom, problem solving is best used to help student understand complex ethical dilemmas, think about the future or do some strategic planning (Sask Education 1991).

2.6.2.2.3 Cross-group activities

As Wallace (1991) describes cross-group activities is a form of group activities where the class is divided in to small groups to discuss the topic in focus. At the end of a specific period, one or more member of each group cross over and joins to one of the other group in order to share the views of his or her own group. This is done with the purpose of making each group to agree on what has been decided before it can dispatch its representatives. Such kind of group activities are of varies in kind like Buzz group which is common in lecture method and pyramid or snowball where an individual or small group draw up a list of suggestion or ideas . These ideas are then shared with another sub-groups some of the ideas will be agreed on while another rejected. The groups are doubled again. Then this process goes on until at some stage there is plenary session in

which the whole class discusses the idea and suggestions which finally emerge from this filtering process.

The two techniques (group work and whole class discussion) can go hand in hand. After a session of group work, a whole-class feedback phase will give cohesion to the learning process. Ideally, the group work that has gone before will ensure that everyone has something to say, and also a reason for listening. Having "rehearsed" in a more intimate context beforehand, students may face the whole class with more confidence in their ability to handle the target language.

Kinds of Group work

Though group works are of complex and varieties, Wallace (1991:37-39) simplified it in terms of four common kind of group organization namely: seminar and tutorial, cross-group activities, workshop and practical sessions and simulations, case studies and games. Since the objective of this study is to see the TEIs teachers' utilization of instructional methods in this review some research concerning some kinds of group work is presented.

2.6.2.2.4 Workshops and practical sessions

Wallace (1991: 38-39) pointed out that in a teacher education methodology courses there are many practical activities and exercises across a range of these topics besides a common workshop activity in preparation of teaching materials. Bruner (1965:618) theory of the "heuristics of discovery" as cited in Wallace(1991) is important in the context of education to learn how to solve problems in general and to learn the solution to any one particular problem. Therefore teachers need to master the art of making issues problematic which is a useful skill of organizing workshops and practical sessions. It is a way of turning teaching points round so that they became problematic or puzzles to be solved by trainees using their own ingenuity, background knowledge, work experience or whatever.

Simulations, Case Study and Game

According to Wallace (1991) the general approach is to make the classroom activity more relevant and real by introducing an element of “making believe”. These three kinds of group works interact and overlap with each other in various ways. For example, games can take the form of simulation; case studies can culminate in role play simulations and so on.

Such kinds of group work require students to act out situations that they might face when working. Role play gives prospective teachers simulated experience in communicating, handling difficult or threatening situations, and resolving conflict by dramatizing situations. Prospective teachers become emotionally engaged and learn in a “hands-on” manner about the situations that they will face in their classrooms. It usually takes place in the university classroom, teacher educators can analyze their students' reactions and responses, and peers can give feedback. By alternately playing the roles of teacher and parent, prospective teachers can gain a better understanding of each perspective.

2.6.2.2.5 Simulations

According to Holden (1983) simulation, role play, drama and game play a similar role in language teaching by bridging the gap between the classroom and the real world. In the following section some theoretical principles, major roles and limitations of simulation that will be discussed.

Simulation is one way of experiential learning where students present in artificial problem situation or events that represent some aspect of reality serious risk or complication is associated with real life is removed (Wallace1991). Byrne (1983:125) viewed it as a classroom activity which involves learners in discussing a problem with in a particular setting. Similarly Deporto (1997:51) states that simulations are a kind of classroom activities which used to make students interact in meaningful and realistic context by generating their own discourse. Simulation involves the use of models, game formats, situational role plays or an interactive computer or video program. In most instant such activity easily motivated learners to participate in the activities.

Jones (1982:5) defines simulation as a reality of function in a simulated and structured environment having three characteristics:

1. A reality of function which means the participants in a simulation must step inside the role they have accepted and act accordingly
2. A simulated environment where there is no contact with the real world.
3. A structured environment where the participants have all the facts and information provided for them.

Organization of Simulations activities

Jones (Ibid) further explain in order to use simulations in the classroom it needs three elements namely reality of function, simulated environment and structure. The first one is concerned about function of the participant. Students must accept the function. They must consider themselves as people in the simulation. Here the participant must assume themselves as real one and there should not be contrast between the participants and the world outside the classroom. The second one is concerned about structuring the simulation around the problem. This task should not be done by the participant. It should also be provided by the teachers. The third one is structure. Here essential facts must be provided to the simulation.

Deporto (1997:52) also suggest that when simulation activities put in to practice in the classroom, it should involve various facts of simulation. Teachers should also inform the nature of the problems, relationship of the power and function between each role. Then description of the setting, the characters role and its function could be presented as it is available in real situation.

According to Harmer (1986:133) during simulation teacher could act as participants so as to help learners when they get in to difficulty. But, when the teacher is not participating he/she act as prompter. Christopher and Smith (1990:4) show how language teaching content in simulations may be either specified or left unspecified, by distinguishing between "convergent" and "divergent" models. When the convergent model is used, the

patterns of exchange in the simulation are specified. When the divergent model is used, the patterns of exchange are left unspecified. A few of the specific differences are shown in this table:

	Convergent Model	Divergent Model
	◆ This is the problem; how shall we solve it?" ◆ The action has a "past." ◆ Roles are given in detail. ◆ The organizer processes the action ◆ Focus on "what will happen"	◆ This is the situation; what will we do?" ◆ The action takes place on the "stage." ◆ Roles have no constraints. ◆ No formal steps of sequences. ◆ Focus on "what players do."

Advantages of Simulation in language classroom

- **It Motivate Learners**

Simulation activities give learners a chance to be involved in the language use. In addition; Deporto (1997:53) and Harmer (1986:133) pointed out that simulation is useful for students as it is a "mask" behind a new identity; students will be able to overcome shyness and feel free to express themselves and to act out their role. In other words students do not have to take responsibility for their own action and words. As it is the character, they are playing who speak not themselves. It also provides students to have fun without viewing it as a classroom work.

similarly Bambrough (1994:15) states the role and the accomplishment of task in simulation activities provide students with motivation which has a role in making students to have reason to talk. Therefore, it will be advantages to use simulation activities to promote communication competence and generate fluency along with making teachers equipped with the skills of simulation.

- **It give opportunity for meaningful practice of the language**

As Nunan (1987:78) cited in Deporto (1997:52) simulation has a role of providing the interplay of verbal strategies such as function, mimicry, register, intonation, pronunciation and inferences. This gives students contextualized backgrounds which allow them to 'shift' from comprehension based activates to controlled production activities and finally to activities which require the learners to engage in real communicative interaction by improving their language proficiency. Besides Kerr (1977) as cited in Jones (1980: 60) assert that the dialogues among learners help learners to use language communicatively. According to Kerr simulations: ensure that

communication is purposeful in contrast to the inescapable artificiality of so many traditional exercise and drills; and secondly, they require an integrative use of language in which communicating one's meaning takes proper precedence over the mere elements of language learning that is grammar and pronunciation.

- **It encourage creativity**

Although simulation tasks begin with information giving to the learner, it could also takes with a certain amount of the learners' ingenuity to generate their idea to complete the simulation. This provides learners ample opportunity for thinking and creativity. As a result students develop and practice new language and behavioral skills in a relatively no threatening setting and can create t involvement necessary for learning to occur.

- **It brings a feeling of realism and relevance into the classroom**

According to Wallace (1991:40) in some in-service training participant may enact their real-life roles. Such kinds of scenario are provided for student compliant, discussion of a new syllabus, presentation a new teaching item etc. The trainees act out their roles in the situation and then discussed their finding.

influence or to persuade. Thus in this game, there is competition among the players. One player had to gain point by persuading the other player. Getting the correct language use or interpreting a particular piece of language correctly will lead the player to win the competition. The other division of game according to Rixon (1985:23-33) is based on the aim to achieve, these are code-control games and communicative effectiveness game.

According to Rixon (1985:23-25) the code-control game emphasize on the production of correct languages forms. Here competition is favored than collaboration. This game helps the students to think about the grammatical correctness of the linguistic item by drawing their attention. This game could be played with the whole class of any size as it involves very short utterances and quick answer.

Whereas in communicative game the emphasis is not on absolute correctness but it is on the overall message of players' language. It is the most frequent device in involving learners with the opportunity to use the language rather than practicing it. This will be done by providing information where one of the player has and the other lacks. Then players will collaborate to bridge the gap.

The sound discrimination of minimal pairs often called as ship or sheep is considered as a good example of code-control game (Rixon 1981:24, Byren 1986:101).

According to Rixon (1985:27) description and drawing are good examples of communicative game. The main rules of the game forbid players not to see the original picture before the end of the game. Each player will ask these questions to find out what is on the other card. The objective of these games is to achieve effective communication. Many communicative games could be played at any level of language proficiency. Find the difference is a very good example using structure like 'I can see...' Here student will construct sentence using the picture. In communicative game there are some information gap activities. According to Byren (1987:105) and Rixon (1981:28) information gap is like what exists in 'what's my line?' In which the player must question the challenges to find out what his job is.

Organizing Games

In order to carry out language game teachers need to identify, plan the way of playing it, monitor the student's performance and judge who is right or wrong, give points and feedback. As a result learners could learn both from their mistake and from their right answers.

Byren (1986:105) suggested the use of the following guidelines

- a. Select the appropriate game
- b. Explain the game carefully
- c. Provide adequate rehearsal
- d. Monitor the students performance
- e. Provide feedback
- f. Keep a record

Advantage

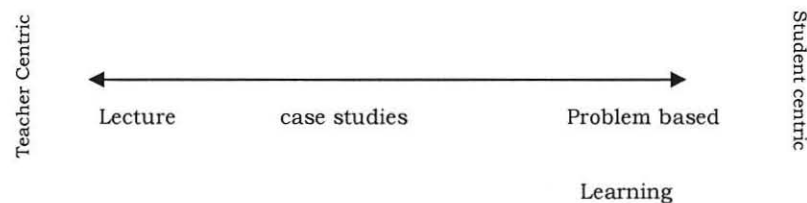
In teacher education game has advantage in raising trainees awareness about certain research finding related to academic achievement. Games are useful both for teachers and students. For instance it helps teachers to create maximal opportunities for students to use the language. It also create enjoyable situation to improve their accuracy and fluency of the target language by making learner to be willing and have reason to use the target language. They may use it to say something and to express their point of view, to persuade and to give information (Byrne 1986). The closed features of game which is its clear beginning and ending makes it much more useful for teaching some structure, monitor and give appropriate help on the language. For students also it gives them a clear idea when to begin when to end the game.

2.6.2.2.7. Case Study

Case study instructional is one way in which active learning strategies could be implemented in our instruction. This instructional method defined differently. For example Fry et al (1999) regard it as complex since it gives an insight into the context of a problem as well as illustrating the main point. While Sivan et al (2001) define case study as

student center activities based on topics that demonstrate theoretical concepts in an applied setting. It is a group activities where the data generated by a real case for discussion and analysis. Educational research show that case studies to be useful pedagogical tool since it could be used as tools for engaging students in research and reflective discussion. Besides case study is rich in practical real life examples that can be used to contextualize the theoretical concepts.

Cases study move “much of the responsibility for learning from the teacher on to the student, whose role, as a result, shifts away from passive absorption toward active construction” students learn to identify and to delineate between critical and extraneous factors and develop realistic solutions to complex problems. Consequently students will have the opportunity to learn from one another. For teachers, it offers an opportunity to provide instruction while conducting formative evaluation. Case studies bridge the gap between the very teacher centered lecture method and pure problem based learning. Room is left with cases for teachers to provide direct guidance and the scenarios themselves provide hints and parameters within which the students must operate (Sask Education 1991).



Like creative problem solving case study uses the same basic focus, but the process is less geared towards solutions and more towards a focus on brainstorming. The focus is on creating ideas rather than solving a clear existing problem. Sometimes the problem is pre-defined, and the group must focus on understanding the definition rather than creating it (Sask Education 1991).

In the case method, prospective teachers read about dilemmas or ambiguous situations that could arise in working. After reading the cases, these students analyze and discuss

them, referring to their own relevant experiences and to the theories and principles covered in class.

Advantage of case study

Case study is useful to encourage higher order thinking. Solutions to cases may be ambiguous and facilitate creative problem solving coupled with an application of previously acquired skills. According to Wallace(1991) a case study designed to explore the difficulty of implementing a new language syllabus may be based on the experienced of a country where such a syllabus may be based on. They are effective devices for directing students to practically apply their skills and understandings. Case studies are suitable for most curricula where students would benefit from the application of learned facts to real world situation. It is particularly useful where situations are complex and solutions are uncertain. Cases can serve as the basis for a class discussion or as a project for individuals or small groups. A single case may be presented to several groups with an expectation of each group solutions presented at some date. (Sask Education 1991).

Since the case method approach encourages prospective teachers to examine many possible responses to a particular situation, and to evaluate the merits and drawbacks of each of these responses, they are able to understand the complexities of different aspect of teaching e.g. home-school relationships. Students' analyses of these situations help them develop crucial problem-solving skills. The case method also offers students the opportunity to integrate their beliefs with known theories as they respond to complex and problematic, real-life situations (Hochberg, 1993).

2.6.3 Whole class discussion

An important aspect of whole-class discussion is the welding together of the whole group that comes about when a whole group works together towards a common goal. Moreover, there is diversity in numbers; the larger the group, the more variety there is in the ideas,

opinions and experiences which can contribute to the learning process. This can stimulate a greater involvement in each member of the class. Furthermore, whole class discussion is likely to be content based, rather than form based, encouraging fluency and a more memorable and meaningful exchange among the participants. It might also be more appropriate for the introverted and reflective learner. If we are talking about classes of about 15 students or so, there are likely to be many opportunities of letting the whole class function as a single unit instead of dividing it into groups.

Dealing with whole-class discussions requires the experience and sensitivity to strike the right balance between neutrality and commitment, the tact to deal with explosive situations and domineering students, the knowledge and the analytic mind demanded by the topic under discussion, and the diplomacy to ensure a fair discussion with maximum participation. In the whole class setting, pupils are expected to answer questions asked by the teacher in linguistically accurate forms, thus limiting spontaneous uninhabited language use.

2. 7. The Role of Instructional methods

According to Scarcella and Crookall (1990) instructional methods could facilitate language acquisition by providing learners with comprehensible input and reason or willingness to involve actively in performing the given task. These are the basic three things that theory of learning should comprise (Comprehensible input, actively involved and have positive attitudes/ desires/ feeling). Bonwell and Eison (1991); Sivan et al (2001) states that case study approach is one way in which active learning strategies can be implemented. Similarly Scarcella and Crookall (1990) review of research show that simulation which falls under interactional strategies facilitates second language acquisitions. Since it provide comprehensible input is provided as students engaged in genuine communication in playing their respective input. As it make them to engage in worthwhile, absorbing interaction which tend to make students forget they are learning it involve them active participation. The real life simulation encourage student to develop positive attitude and develop their critical thinking and problem solving skills. To this effect different real life

experience could be brought into classroom through student-centered instruction and interactive instructional strategies such as role play, simulation, game, discussion, and seminar and so on. As Yonas(2000) study pointed out in Ethiopia English is considered as foreign language, as a result students couldn't get the opportunity to practice it outside the classroom. Thus "classroom is seems to be the ideal place where students could get such opportunity to practice their English language proficiency.

Regarding the way content of teacher training should be thought Friedman et.al., 1989: 111; Mwendwa, 1970:8) as cited in Ambaye (1999) argued that " teachers should be taught by the same methods which they will be expected to use in career." In order to do so in our case trainee should be thought by the same instructional method that their students must be taught. The MOE also recognize that the reform in school education requires associated reform in teacher education program. In line with this the new educational police emphasis the use of student-centered instructional methods both in college and school, in order to narrow the gap between the curriculum intended by the policy makers and the practitioners. Problem solving and inquiry methods of instruction are the most favored for first cycle student cognitive development. According to TESO document this method allows students to collect, classify and interpret data to arrive at the generalization which are truly of their own".

Byren (1987:6) suggests that teachers need to make choice of appropriate instructional method depending on the focus of competence or skill sought to develop, learners need, and nature of the content to be taught. According to Richards and Rodgers (1986) there are three views of language theories namely: structural, functional and interactional. For instance, from the interactional view point language is considered as a vehicle for the realization of interpersonal relations and for performance of social transaction or communication between individual. In order to achieve an objective of helping students to develop their communicative competence he/she should implement instructional methods which are interactive in nature like role play/simulation, game, discussion. Since it help teachers to devote more time to the students oral production which presently became a priority to foreign language classroom. Therefore from the point of view of interactional theories content may be specified and organized by patterns of exchange and interaction

or may be left unspecified, to be shaped by the inclinations of learners or interactor (Ibid,:17).

Rivers (1987: xiii) regard interactive instructional as an essential strategies for development communicative competence since it provides learners with meaningful opportunities for communication about relevant topics by using learner-learner interaction as the key to teaching language for communicative purpose because communication competence is essentially derived from interaction (Shumin 1997:11).

Similarly (Friere, 1972; Knowles, 1973; 1975,1980; Rogers, 1951) cited in Amare (1998) regard the communicative approach as favorable approach to instructional practice as it involve dialogue between the teacher and student and between student and student through the use of language as a tool of inquiry or discovery. If language is used as a tool then it is going to be utilized to the maximum. From language point of view language has a function of transmitting message. Thus the intention of language teaching is to make the learners to be an effective user of the target language (Richards 1986).

As instructional methods have great role in improving trainees' language proficiency to be successful teachers need to implement varieties of instructional method. Besides it is need to meet different learners learning style. Recently such kind of practice is common in professional education, such as teacher education with the intention to meet varied modes of learner learning style. With this respect Wallace (1991) suggests that teachers should motivate their students by introducing variety of instructional method in their lesson.

From the above discussion we could conclude that instructional methods that teacher training used have a key role in helping the would-be teachers in improving their language proficiency as well as in developing their professional skills. To make these trainee efficient and effective implementer of different instructional method the instructor should exhibit behaviour that could be an example to their learners. Otherwise it could be difficult to produce a kind of teachers who could provide the first cycle primary students with good

learning experience in the classroom which is considered to be one of the potential means of helping first cycle student to construct knowledge. Consequently, the first cycle student will be able to develop their communicative competence to have good foundation for the next cycle where English is going to be medium of instruction.

2. 8 Methods of Teaching and learning

No one method of instruction can prepare teachers to work effectively. The general picture that emerges from the survey of teacher education programs indicates that Instead of sticking to traditional modes of instruction, approaches of teaching must be comprehensive, integrated, and varied.

The teaching of higher education programmers is characterized by the utilization of limited range of teaching modes. Wallace (1991) pointed about the advantage of using various modes of teaching in teacher education. Since it is recognized that individual learners have different learning style, strategy and preference. Besides the methods by which students are taught have some effect on their motivation. Since different students are more or less sympathetic to any particular method depending upon their expectations. A student's confidence which is the most important factor affecting intrinsic motivation is in the hand of the teacher In line with this Wallace mention some of the following reasons for involving trainees in a variety of teaching and learning modes:

- *To meet the varied trainees learning styles so as to teach with different teaching strategies*
- *To experience trainees with a variety of learning strategies*
- *To avoid boredom*
- *To stimulate the learning process*
- *To make the teaching more interesting*
- *To know the trainees better and to enable them to evaluate fairly by seeing them operate in a verities of learning situations*
- *To meet different learning purpose*

Varying instructional method is important since there is no one-to-one relationship between modes and purposes. For example a small group discussion may be used to stimulate thought about particular topic and lecture may also be used to provide guidelines for a subject or topic that is new to the trainees. Wallace also suggests that lessons to be effective need a change of pace, focus to maintain the concentration of learners and above all use variety of instructional as "Variety adds a spice". Above all as Friedman et al 1989:111 and Mwendwa 1970:8 cited in Ambaye (1999) regard the way content of teacher training should be thought " by the same method which they will be expected to use in career." This will help trainee to have exposure to the career demands expected of him or her.

In the view of language teaching the more recent methodological implications stress on the need for acquisition than conscious learning. Harmer (1991) suggests the involvement of students through task-based activities and the acquisition of language through comprehensible input would be more effective than conscious learning of language. Therefore; students need a lot of input which is roughly-tuned as well as a place for finely-tuned input. Mean while there must be an emphasis on communicative activities which improve the students ability to communicate.

Chapter Three: Research Design and Methodology

This section deals with the methodology implemented in the study. It is composed of research design, research setting, and methodology, source of data, instruments of data collection, sampling procedure and data analysis procedures.

3.1. Research Design

The main objective of educational research is to develop new knowledge about educational phenomena so as to apply the result of the study to the improvement of educational practice, in an attempt to do so researcher use suitable research design. Accordingly Gall (1989) classified quantitative research approach into two: studies which follow descriptive approach and studies which follow the discovery of causal relationship between the two or more variables. While Cohen, Manion and Morrison (2000) and Merriam (1988) on the other hand regard case studies as the preferred strategies when the research focus of the study is on the contemporary phenomenon, programme, event or an institution with in real life context. Similarly Merriam (1988) regard case study as the best methodology where an in-depth understanding is sought in order to improve some kind of practice. As it enable the researchers to carry out holistic inquiry in a natural setting.

Therefore in this study descriptive approach and case study which is mainly qualitative are the selected as research design to under take the research. According to Merriam (1988) qualitative method focuses on discovery and understanding of meaning from the perspectives of those being studied. Since the purpose of this study is to describe and discover the instructional method utilized by KCTE and St. Mary's University College TEIS first-cycle English Language Teaching course instructors and to explore the extent to which the instructional methods used by these instructors help trainees to develop their language proficiency and professional skills.

3.2 Physical Setting

3.2.1. Background History of Kotebe Teacher Education

Kotebe College of Teacher Education has a great contribution in the history of Ethiopian teacher training programme. According to the College statistic office the College is estimated to have trained nearly 28,300 teachers in the Regular, Evening extension, and Summer In- Service training programmes. Other than teachers and teacher educators' educational administrators and other functionaries have also benefited a lot from this College programmes.

In 1959, a junior secondary teacher training programme was started in the faculty of education of The University in collaboration with The Ministry of Education. In 1965 UNESCO began its technical assistance that has continued till present time. In 1969 MOE AAU and UNESCO reach an agreement to phase the junior secondary teacher training programme of the university.

Then the College left HSIU in the same year and went to Addis Ababa technical and Vocational College and came to be known as "Teacher Training College". Later on it was renamed as "Addis Ababa College of Teacher Education". Finally the College transferred to the present site and got its name Kotebe College of Teacher Education. Based on the new proclamation in 1997, the Addis Ababa City Administration took over the responsibilities of running the College.

The college has now diversified its programmes. Apart from 12 + 2 program which is now phasing out and the B. Ed program in Health and physical Education, the college runs three other programmes: the pre- school training program and 10 + 1 certificate program and the Principalship and Supervision training.

3.2.2. Background History of St.Mary's University College

St. Mary's University College was established in 1991GC as St. Mary Language Center in Addis Ababa. In 1995 it upgraded to University College level. According to the Education Faculty Dean in 1998 the College establishes its head office in Awassa having branch in Addis Ababa and Dila. During this period there were thirty three students in Awassa, thirty

seven in Addis Ababa and forty in Dila. Later in the same year according to the College registrar the College starts to offer diploma courses in Accounting, Marketing, Law and certificate courses in Computer Science and Secretary Science.

According to the Teacher Education Dean in 2002 the College transfers its head office to Addis Ababa in Ledeta Helen building. In 2002 the head offices moved to Mexico campus. In the same year the college started education faculty in Ledeta campus and open Geography, English and Math department. In the same year the college start evening program in Language.

Till 2006 St. Mary has graduated seventy five teachers. Though this is a few number in relation to our country demand of teachers. At present St. Mary's University College offers the following teaching program in English, Math, Geography, History degree level 12+3 and diploma level 12+ 2 and certificate level 10+1 to train first-cycle generalist teachers.

3. 3. Methodology

According to Gall (1989:354) educational research has been built largely on the research traditions and methods that were initially developed in the physical and biological sciences. This model is variously called 'qualitative', 'traditional', 'positivistic' research. In the past twenty years, however, another paradigm for conducting educational research has gain acceptance. This model is developed by anthropologists and sociologists. This model is called 'qualitative', 'naturalistic', 'ethnographic', 'subjective', post positivistics inquiry. Quantitative research refers to investigation of a scientific inquiry. In this research data that are yield using measurable tools will be analyzed through statistical procedure. Whereas qualitative research is a style of inquiry which emphasis on participant observation and in depth interview that allow the researcher to learn first hand information. Unlike quantitative inquiry in qualitative inquiry the main instrument of data collection is the researcher himself/ herself. However, Lincoln and Guba (1985) argued that each approach is best suited to certain research question. Accordingly in this study qualitative method is used as a main instrument of inquiry.

3.3.1. Source of Data

The sources of data in this study are respondents from Kotebe College of Teacher Education, St. Mary's University College and various relevant documents. The study was conducted in Addis Ababa with reference to the above mention TEIs. In general the reason for selecting these TEIs is to find out the kinds of instructional methods utilized by both private and government colleges English Language teachers for certificate. KCT in particular is selected because it is the first and the oldest teacher training institution in Ethiopia. Besides it is used to see the extent this College teachers' classroom practice to be a model for the newly established private colleges such as St. Mary's university college. On the other hands St. Mary's University College is selected among private colleges based on convenient selection among all other private University Colleges.

3.3.1.1. Background information about Respondent

Table1. Background Information of interview participants' English courses teaches for the certificate program

No	Characteristics	Categories	KCT	SM
			No	No
1	Sex	Male	3	3
		Female	3	3
2	Age	a. 20-25	1	-
		b. 26-30	-	2
		c. 31-35	2	1
		d. 36-40	2	1
		e. above 4	1	2
3	Academic qualification	a. Diploma	-	1
		b. BA/BSc.	-	1
		c. MA/MSc.	6	4
		d. Ph.D	-	-

		e. other	-	-
4	Year of service	a. 1-5	1	2
		b. 6-10	1	1
		c. 11-15	4	1
		d. 16-20	-	1
		e. above 20	-	1

As it is shown in Table -1 in both college there were equal number of male and female. With respect to age in 20-25 age rang there was one in K.C.T but in St. Mary's there was nobody. Whereas in the second age range (26-30) there was nobody in K.C.T but in St. Mary's there were two teachers. Two of K.C.T teachers were between the age ranges of 31-35 and there were the same teachers' i.e 2 in the age range of 36-40. Similarly in St.Mary's there were one teacher in each age range (31-35:36-40). There were one KCT teachers above 40 and two St. Mary's. Generally according to Table 2 K.C.T first cycle teachers had more young staffs but have many year service than that of St.Mary's who have got few years of service. Therefore we could say that the result of the study look contradictory as KCT young staffs found to have more experience than that of SM elder staffs.

Trainer's academic competence in the subject they are assigned to teach, their work experience and knowledge of training are very important factors to be trainer in teacher training institutions. Hence, the Ministry of Education has established a minimum standard of educational level to employ teacher trainers for the first cycle teacher training institutes. As to the nationally set standard the minimum requirement is first degree with adequate pedagogical knowledge and work experience in primary schools (MOE 1993).

In terms of teachers qualification all of the six KCT BELT teachers have got MA qualification while four of St.Mary's teachers have MA and two of them have BA.

The KCT English department head reported as follow:

Previously Basic English Language Teaching (BELT) has been given by teachers who have BA but starting from 2005/06 academic year we have learnt that it needs teachers with better qualification. Thus, at present, we assign TFL graduates to teach these courses.

Besides the KCT department head added his opinion as:

I personally encourage the teaching of these courses to be handled by female teachers since they are the one who are thought to be good at elementary level. (KCT (dh) 8 April 2006)

While the St. Mary's University College English department head reported that they have no any unique requirement to recruit or assign teachers to teach certificate English courses entitled Teaching Language.

Table 2. Interview Participant Trainers' Elementary teaching Experience

	KCT	St. M
Categories	N.	No
Elementary	2	2
High school	1	3
College	4	3
University	3	1

Trainers experience in elementary school is vital to give adequate and practical guide about the behavior, development characteristic, classroom approaches appropriate pedagogic skill etc. As shown in the table however, from both colleges only two teachers had elementary school teaching experience which is not considerable number. English department heads' reported that they didn't take elementary teaching experience as considerable requirement for teaching English Language Teaching courses for certificate program. On the other hand the St. Mary's English department head reported that they

didn't have any unique requirement to recruit teachers who teaches certificate English courses entitled Language Teaching

3.3.2. Sampling Procedures

Kotebe College of Teacher Education was selected with purposive selection, since it is the oldest and the first teacher training institution. St. Mary's University College was selected for the purpose of convenience among private college in Addis Ababa. To get the actual classroom practice only those instructors who teach BELT courses presently in KCTE was included in the interview as well as in observing their classroom. In St. Mary's University College also six instructors participated in the interview for the purpose to make the number proportional. Thus the interview includes those who have been thought the courses previously in the study. Consequently, equal numbers of instructors were participated in the interviews from both TEIs .

The target population of the study is composed of regular would-be first cycle certificate English teachers at Kotebe College of Teacher Education and St. Mary's University College. According to the two college statistical data, in St. Mary's University College there were six teachers and 20 would-be first cycle instructors, while in Kotebe College of Teacher Education there were 180 would-be first cycle teachers and six BELT teachers. A total of four FGD were formed Each focused group consist of five trainees' and a total of twenty trainee participated. Member of each group in both institution were selected by asking their willingness to make the discussion. Thus the focus group discussion was held with those who were willing.

For the participant of focus discussion and interview the purpose of the research and other ethical consideration were raised in order to minimize suspicion (see Appendix C,D)

3.3. 3. Instrument of Data Collections

Information that is thought to be relevant to this study was gathered through the following three instrument of data collection that makes use of human sensibilities since this study employee more of qualitative observation research method. One of the major instruments

used to collect the relevant data is classroom observation, interview, focused group discussion and documents were used..

Observation

According to Patton (1990:10) qualitative research observation is defined as description of peoples activities, actions and the full range of interpersonal interactions that are part of human experience while morsson (2002) defines observation as a method of gathering information where the researcher immersed himself /herself in a research on a research setting so that they could have first hand information.

Therefore in the study looker observation had been the primacy data collection instrument. The observation checklist was used to observe the instructors instructional methods implementations. Thus the check list was adopted from Resonshine (1983) direct and Bromfit (1984), with considerable modification to suit the purpose of this study.

Besides in these observation period a critical observation of classroom realities such as students' participation, interaction the classis and its physical feather and others was conducted.

From the participant, only three instructors from each institutes volunteered to be observed. Thus each of then were observed three times in their actual teaching tearing process. A total of six classrooms were observed to gather data for this study.

Semi structured interview

In this study I used semi structured interview since, according to Hancock(1998) such kind of interview involves a series of open ended questions which could provide opportunity both for interviewer and interviewee to discuss some topics in a detailed manner. Besides semi structured interview have the advantage of leading the interviewer to the next questions which intern help in-depth understanding of the over all situation.

The discussion guide was prepared to direct the discussion and conduct the interview (see Appendix c).

According to Hancock (1998:45) tape –recording is preferred than note taking as it ensure the whole interview is captured. Therefore, in this study the data was tape-recorded. Before and while recording care for clarification was taken. After the recording clarification of recording was checked and unclear ideas were asked for a better understanding. Direct quotations from participant opinion and experience is used in line with Patton (1990) suggests.

Focus group discussion

Focus group discussion is regarded as an important tool to discuss issue about a particular research. According to Wamahiu and Karagu (1995) FGD is useful to initiate the participant for active discussion so as to understand issue with consensus and variation. Besides it is used to obtain group attitudes and perception.

In order to understand trainees' perception about their instructors instructional method utilized FGD were used as the third data gathering instrument in the study. According to Flick (2002) FGD is served as a means of validating statements and view s in FGD because in FGD correction could be made by the group concerning views that are not accepted by others. For FGD interview guide line were prepared to guided the focused group discussion (see Appendix D)

3. 4. Pilot study

To develop an appropriate instrument for this study in February 2006, the researcher administered pilot study in both colleges. A total of ten students and six teachers were participated in the interview and one classroom from each College was observed using observation check list. Moreover ten students were participated in the focused group

discussion. Consequently the pilot studies helped me to make some improvement on the instruments.

3.5 Validity and Reliability

The correctness of a research outcome is highly depends on the reliability and validity of its procedures and instruments. Best et al (1989:100), defines reliability as “the degree of consistency that the instrument or procedures demonstrates” While validity as “the quality of data gathering instrument or procedure that enables it to measure what it is supposed to measure”. However any data collection tool has its own strengths and weaknesses. Therefore; in order to minimize one tool limitation and maximize its strength the researches need to select complementary tools. (Solomon 2004)

The researches interpretation and judgment is one of the instruments in understanding qualitative data in the study (Patton 1990). On line with this the process of using multiple data as triangulation is one way of securing validity (Denzin and Lincoln 1994).

Therefore, the general procedure that was followed to maintain Validity and reliability in my study were triangulation effort, and ethics, the following show how its points are incorporated in this study.

Triangulation

According to Miles and Huberman (1994) triangulation support a finding by showing that independent measures agree with it or at least they do not contradict. Gall. et al. (1990) regard triangulations as a process which involves checking information that has been collected from different sources for consistency of evidence across sources of data.

Some researches like Guion (2002) finds out five kinds of triangulation namely: data triangulation - use of multiple data source, investigator triangulation, theory triangulation and methodological triangulation and environmental triangulation. In this

study, therefore, I tried to secure the validity of and reliability of my study through multiple tools and data sources.

Ethical Issue

In research ethics has become an important issues considering ethical issues has great contribution to the study validity and reliability since it involve human beings .

According to cohen and Minion (1994) since social science researches involves human being they need to take extra care to their subject other than their profession. Therefore, I have done my best to preserve the participants' dignity as human being

To keep the anonymity of information which is one of the research ethics simple codes were used. The codes used were both letters and numbers. Below there are representations of the codes.

t - Refers to teachers

s - Refers to students

KCTt – refers to Kotebe teachers

KCTs – refers to Kotebe students

SMt – refers to St. Mary's teacher

SMs- refers to St. Mary's student

KCTdh- refers to kotebe department head

SMdh – refers to St.Mary' department head

First of all I ask students and teacher willing to be participant I my study. I also ask them about that the interview will be recorded and they give me their permission. Besides I keep interview, observation and focus group discussion participant name confidential.

Effort

In collecting data as well as in analyzing and understanding the overall saturation I used to the maximum effort. Moreover; in the attempt to understand about the implementation of different instructional strategies, I consulted different literature, spending as much time as possible in the field and search for justification. I also asked different people to comment on my draft.

3.6 Procedure of Data Analysis

To structure the data obtained from classroom observation, interview and focus discussion I used the works derived from classroom observation checklist and notes, transcribed interview and focused group discussions, and document to analyze the data (Solomone 2004). Then as it is suggested by Creswell (1993) cited in Amara (2004:54) I tried to reduce the categories under the recurring themes.

Therefore, the data analysis process involves: discovering and driving patterns, looking for general organization in the data and trying to sort out what the data are about, why and what kinds of things could be said about them (Powney Watts, 1987). Following the strategies of analytic induction I repeatedly read through the transcribed interview and focused group discussion (Cohen, Manion and Morrison, 2000) and then I examined the data to derive categories under the identified recurring themes. Thus under the nature of the utilized instructional method theme the following categories were derived: characterization of instructional methods, factors that affect instructor utilization of different instructional methods. Under the theme of the role of instructional method the following categories were derived: instructors and trainees attitude towards different instructional methods, instructors and trainees opinion about different instructional methods in helping trainees' to develop their language proficiency and professional skills, Instructors and trainees' opinion about the English Language Teaching course in developing trainees' language proficiency and professional skills, instructors and trainees opinion the issue of importance or priority language improvement versus methodology in preparing elementary generalist teachers.

Chapter Four: Data Management and Analysis

In this section the data collected through interview, classroom observation and focused group discussion were analyzed and summarized using numbers and word expressions. Besides, the data obtained from documents were supplemented.

4. 1. Presentation and Analysis of Data

This section attempts to present and analyze the collected data in response to the leading questions which were raised in the first chapter.

- What characterized the teaching methods of KCTE and St. Mary's University College TEIs first-cycle English language teaching methodology courses instructors?
- What is the attitude of instructors and trainees towards different teaching methods?
- How do both instructors and trainees perceive the relevance of instructional methods used by KCTE and St. Mary's University College TEIs first-cycle English language teaching methodology courses instructors?
- How do instructors and trainees perceive the content of certificate English language teaching courses?
- What are the factors which affect the instructional methods utilization of certificate English language teaching courses instructors?

The data analysis process involves discovering and driving patterns, looking for general organizations in the data and trying to sort out what the data are about, why and what kinds of things could be said about them (Powney Watts, 1987). It is also following the strategies of analytic induction so I repeatedly read through the transcribed interview and focused group discussion (Cohen, Manion and Morrison, 2000). Then I examined the data to drive the themes and identify and noted the recurring themes. These themes were then presented in categories namely: characterization of instructor classroom behaviour,

factors that affect instructors teaching method, instructors and would-be teachers' opinion about various instructional methods, instructors and would-be teachers opinion about language improvement and methodology courses

4.2 Characterization of Teachers Classroom Behavior

The success of educational process depends to a great extent on the character and ability of teachers Wallace (1991). Nowadays the role of a teacher is more than imparting knowledge; it includes helping the learners to learn by themselves and to acquire skills. In the light of this idea, in this section, the character of KCT and SM certificate English teachers' utilization of the teaching method presented as it is characterized by teachers themselves, by their students and by six observations using classroom observations check list (see Appendix C).

4.3.1 Teachers Perception of Their Classroom Behaviour

All instructors participated in this study reported that they were comfortable with the methods they used in teaching both part of this course. Four instructors t1, t3, t4, t5 from KCT and three instructors t3, t5,t6 from SM were extremely concerned about the teaching methods and others t2, t6 from KCT and t1,t2, t4SM were fairly concerned about the method they used.

We don't have any lesson plan at college level but before the class time I decide the the particular method or strategies that I am going to implement in making students to perform some activities. (KCTt5: April 19 2006)

Like the above mentioned instructor t3 and t2 from SM and t2, t3 and t5 from KCT replied that their instructional method depends on the nature of the activity they want to provide.

It is difficult to say this or that method of teaching.

then proceed to presenting the topic in the form of demonstration or explanation, I give them group work then each group presentation will be evaluated by their peer.
(SMt4: April 8: 2006)

While the other instructor reported from KCT (KCTt6) report was similar with the above SM Instructor. These instructors use some sorts of brainstorming activities to motivate students and help them to focus on the topic particularly, at the beginning of the lesson. Here, since brainstorming is cooperative work, it could help me to lead students in small group to in order to perform the given task or problem said one of the participants.

Since in this course we don't focus on theory, I mostly demonstrate how to teach different skills of language for example how to teach reading, writing , vocabulary. (KCTt5: April 5 2006)

This teacher reported that the dominant instructional method implemented in his class is demonstration. However, in teacher education, Wallace (1991) regards merely demonstrating a lesson is an outmoded strategy since with the view of craft model demonstration usually pre-supposes "imitation". Wallace studies show that demonstration method should come along with other instructional method so as to make students discuss about the instructional procedure.

Therefore, based on the participant instructors report most instructor t2, t3, t5, t6 from KCT and t1, t2, t3, t4, t5 teaching characterized by dominantly implementation of lecture, cross group activities like pyramid or snowball, buzz group and whole class discussion and a few instructors t1, t4 from KCT and t6 from SM teaching characterized by implementation of brain storming activities, small group activity and cooperative teaching in addition to discussion and lecture.

Teachers appear to realize activating prior knowledge at the beginning a lesson is significant.

4.3.2 Students Report of Their Teacher Teaching Behaviour

Learners' attitude and expectation also affect the instructors' implementation of different teaching methods; since keeping the interest of students in teaching learning process is one of the most decisive factors. In line with this, some of the focused group discussion focused on was on asking students to describe their teacher instructional method utilization. All the 20 participant students in both colleges reported that the most dominant method used by their teachers were lecture, demonstration, cross group activities and group discussion methods. While instructional methods like game, simulation, seminar and case studies were considered to be used almost none or the least.

My previous course part I Teaching English courses teachers way of teaching was more of lecture method so it usually makes us bored. But teacher who taught us the second part was very much interesting. I think it is because he makes us participating in different class activities like group work question and answer and in presenting our group or individual work; from this course I really got a lot. (SMs1: 12 April 2006)

From this we could understand that there are teachers who use lecture method more dominantly and there are teacher who use participatory methods like group work, discussion, pair work, game,

Our teacher, most of the time started by asking questions about the topic then write everybody's answers on the board from whatwe knows. We may discuss it in group or in pair, and then we come up to the right idea or definition about the topic. Next, he would give us individual work or group work. Finally, it will be presented on the plenary session to reach some summarization (KCTs4) 5 April 2006

According to this student report it could be inferred that such type of teaching method could be categorized with one of the cross group activities called pyramid as it goes from small group or individual to whole class discussion where the filtering process of coming to consensuses of some topic definition or main idea or whatever. It could also refer as case study as it is shown in the review of literature, case study serves teacher bring

According to the observation check list, two instructors from SM and one from KCT were observed in using explicit or direct instructional strategies though they didn't follow all the six instructional function steps. (See appendix B) one example from each institution.

Discussion on classroom observation

As it is stated above one classroom was observed twice t1, t3, t5 from KCT and t1, t4, t6 from SM a total of six classrooms were observed. During the observation class size difference between the two colleges were noticed. In SM College the number of students in one classroom was twenty to twenty three while in KCT the number of students were forty to sixty.

Based on the observation checklist formulated in line with Resonshine (1983:53) instructional functions the observed instructors teaching practice show that all the teaching practice in either of the first or the second observations was using teacher-centered or direct instruction but t1 from KCT and t6 from SM were observed in using student-centered instruction in one of the observation. Yet from those who use direct instructional function (t3, t5 from KCT) and (t1, t4 from SM) were found to miss guided practice, feedback and correction but independent practice is found to be the most common to be missed. This shows that the instructor did not use the indirect instructional strategies properly which is the most dominant instructional method utilized by these instructors.

For instance; in the sample classroom observation t1 (see appendix B1) the teacher reviewed the previous lesson, presented the new content and tell what the day's lesson will be.

T: Last time I gave you some ways of teaching words or vocabulary that you can use in your teaching. Can you tell me?

S1: real object

S2: model

S3: picture/photograph

S4: body action

S5: verbal contexts

T: Which one is the best way to teach the word "pea"

S6: real object

T: Why?

S3: because pea is portable showing the real object the best way to make students understand the meaning.

T: Today we are going to learn about other ways of teaching vocabulary i.e. synonyms and antonyms.

Synonyms are words with the same meaning

However the most important once like guided practice, feedback and correction, independent practice and giving assignment were missing. Particularly, guided practice and independent practice are important part of for both language and teaching methodology skills development. Based on the literature reviewed in chapter two this instructor t3's from KCT was using teacher-centered approach by implementing direct instructional strategies. As you can see in appendix B1the teacher was using lecture, question and answer and demonstration method to teach different ways of vocabulary teaching.

This instructor's demonstration could refer as a craft way as it leads students just to listen and follow what he was doing with limited participation. As this demonstration didn't make students to relate what they have as prior knowledge and what they gain during the course through different instructional methods or in the form of analysis and reflective discussion. Thus, as this demonstration presupposed imitation it is not encouraged by (Wallace 1991) and others to be practiced in teacher training.

The other classroom observation chose for discussion was t6 from SM: this instructor began the class by giving brief lecture about drill practice, pair work and choral practice using the module. Next the teacher asked students to make four groups and to discuss about the advantage and disadvantage of the above maintained teaching methods. During group discussion the instructor was going around the class, listen to the group discussion and sometimes involve in the discussion. Then, the instructor gave worksheets, which have definition, advantage and disadvantage of those teaching methods.

This instructor didn't summarize the group discussion or didn't discuss with the whole class for consolidation. There was no explicit instruction on how to organize practical practice of those methods in the school classrooms. Students were not required to plan or model how to carry out a range of those methods of teaching in various situations. The general ideas of these methods were taught in lecture by the instructor as purely theoretical and expository.

From this observation it is apparent that trainees were not given the opportunity to think about the issues and purposes of those instructional methods practical work or the complexity of implementation and assessment of those methods. In the light of practical input about organizing the activity during initial training, the instructor was expected to introduce students into practical activities in the schools and surprising if they are provided with good experience.

In line with this, the focused group discussion held with SM would-be teachers also revealed that the theoretical aspect of such lesson is not supported by practical practice. Besides as it could be noted from the above analysis student-centered instructional methods which implements indirect instructional strategies like that of direct instruction in the above transcribed classroom practice were not followed all the instructional function that should follow.

According to the observation the majority of the instructional methods implemented were lecture and discussion. However, most of the lecture and discussion methods were not planned and handled well. The following classroom observation could show this.

Instructor 't1' classroom observation from SM show that lecture method that was used during the observation was not planned and handled with the intention to lead students to independent learning. Since the instructors miss independent practice, his attempt to incorporate lecture with other methods of instruction which could allow instructors and to shift focus of instruction from what the instructor teach to what the instructor want the students to be able to do the course material independently could not be successful.

Instructor 't1' classroom observation from KCT show that the discussions method implemented by this instructor was not organized in decentralized pattern of communication. Rather, they were organized in centralized pattern of communication where the messages were channeled at one time through the instructor and at the other time through students assigned to do this task. The students who were assigned to do the task were observed to have good fluency in speaking in relation to the other member of the group. However, the student leader was observed to monopolize the discussion all the time. So the leaders should be told that their job is not to teach or to monopolize the time rather, it is to facilitate and to ensure that every one participates. The instructor was simply asking students to work with partner or their neighbors and to carry out an assigned task. Most of the time the tasks of pair work took five to twenty minutes. The whole class discussion is more like what most of the student reported in the focused group 'participatory' in a teacher-centered group leadership style, where the teacher gives chance for the students to state their view about the topic so as to make students participate in the class discussions.

Generally, on the basis of the data obtained through classroom observation the instructors' utilization of method could be characterized into two. The first one is where discussion, pair work and group work were observed which could be referred as student-

centered to some extent. The other one was where teacher-centered instructional methods were observed. The observations result appears to be consistent with the teachers' interviews and the focus group discussion held with would-be teachers. The observations also show that almost all teachers use most commonly instructional methods implemented by were the following six instructional methods namely: Lecture, different form of cross group activities like pyramid, group discussion and whole class discussion, pair work, demonstration and assignment (individual or group).

The above characterizations of instructors' utilization of instructional methods based on the analysis of data didn't agree with the suggested methodology to be applied by the New Education and Training Policy Guide lines (NETP). The new curriculum demands in both primary and the TEIs level of syllabuses to applied similar instructional method that is problem solving and inquiry approach. Since the main purpose of the language education programme is to teach trainees how to teach language. Therefore their should be some sort of similarity between the way they are expected to teach the same language skills (Gessess 1990:24)

Among the six instructors classroom practice observation four t3, t5 from KCT and t4, t6 from SM do not specify the goal of instruction. However activating prior knowledge which is realized as the significance to begin each lecture was observed in five teachers teaching practice in both of the observation.

With the view of the innovative demands of the new curriculum which in turn based on the new Education and training police guide lines (NETP), Ambaye (1999) study also shows that though there is high correspondence among objectives at all levels, there is lack of harmony in light of new curriculum demands and the methodology applied in both primary and the TEIs level syllabuses to accord with problem solving and inquiry approaches. Moreover, his study indicate lower level of correspondence of both the TEIs and the primary level syllabi vis-à-vis. However in this study the nature of instructional strategy involve discussion and group work which is some of the problem solving method of instruction. So in comparing this study finding with Ambaye's we could say it is a good start for implementation of problem solving method in the study site TEIs.

4.4. Factors that affect instructors Utilization of instructional Methods

Participant teacher reported that there are some factors which affect their present teaching practice or classroom teaching practice namely : their previous teachers teaching practice, workshop and in service training they have been attended, different methodology courses they have taken and staff development meeting. In the following discussion this will be dealt.

4.4.1 Their Teachers' Way of Teaching

Four instructors (t1, t2, t4 t5) out of the six KCT instructor participated in the interview responded that their present teaching practice is highly influenced by their teachers teaching practice. Similarly five instructors (t1,t3, t4,t5,t6) out of the six participant teachers from SM give the same responses.

My teachers' way of teaching has a great impact on my present teaching practice. Particularly those teachers' who taught me different English language courses and different skills like speaking and my English language teachers who taught me teaching methodology particularly at post graduations level I study in UK. All my instructor way of teaching used to impress me .(Kct1) 8 April 2006

Though imitating the entire thing what their role model teacher used to do is not encouraged in training teachers, in think of teaching before and after learning about different teaching method what comes in mined is the favorite teacher's teaching practice. Even teachers who claim that "I don't have any real model" couldn't escape out of the influence of their previous teachers' teaching practice.

*I don't remember any particular teacher to be role model for me.
(SMt2) 12 April 2006*

Instructor t1 from SM and instructor t3 and t6 from KCT stated that their teaching practice is influenced not only by role model but also a multiple of teacher they have in their study life.

I think teachers who have taught me at different level have a great influence on my present teaching practice. (SMt1)5 April 2006

All of the Participant instructors characterized their teacher utilization of teaching methods while they were trainee was lecturing, demonstration and whole class discussion. Where direct instructional strategies were used most frequency and dominantly. Nevertheless, they didn't choose to take it to be their own rather they pick what is good way of teaching from one teacher and other from another. ' t3' from KCTE reported that "I pick one favorite way of teaching from one teacher other from another teacher and so on". (KCTt3: 9 April 2006)

Some research finding also show that teachers tend to teach the way they are taught not what they are told (Wallace 1991:11). Thus past educational experience had an impact on one's identity as a teacher. The way most teachers taught has a great impact on their present teaching practice.

4.4.2 Teachers Experience in Learning Methodology Courses

Almost all of the instructors in both institutions have taken the same methodology courses, namely General methodology, subject methodologies and how to teach different skills like teaching speaking, listening, reading, writing and integrating all these skills. Most of the respondents have also reported that the methodology courses that they took did help them that much. Instructors particularly t1, t2, t3 t4, from KCT and t2, t3, t4, from SM argued that the methodology courses they have taken in their initial training has little effect in their present instructional practice. These instructors view also similar to(Wallace 1991) study show that teachers take more of the way they were taught than they were told.

I think the methodology courses that I learn make me just to be aware of the theories of teaching. Since I didn't learn how to put it in to practice it is difficult to put theory into practice unless you learn the implementations. (SMT3: 5 April 2006)

While t5 and t6 from KCT and t1, t5 and t6 from SM regard the methodology courses they have learnt help them know and how to teach particular skills.

4.4.3 In service training and workshop attended

In service training about different teaching methods and strategies of implementation and how to incorporate active learning in their classroom is crucial since any decision regarding teaching learning process is on their hand and also they are the one who could bring the difference. If they lack such knowledge, the implementation of effective teaching will be affected. Above all provision of how to implement effective instruction in the form of workshop and in-service teacher training is significant. This is because the would-be teachers really need this special skill so as to make them efficient in providing their students with good learning experience and in incorporating active learning in their classroom.

Most of my under graduate teachers used to use traditional method when I start I think I used to teach just like what I experience learning through. But later when I got opportunity to participate in different in-service training and workshops I started to modify my teaching based on the experience got from the workshops and in- services.

(KCTt 4:9 April 2006)

Both colleges' English department heads were asked about their teachers' in-service training; accordingly, they stated that in both institutes most of their teachers were participated in the training entitled higher diploma organized by MOE. In this training the

teacher trained how to make teaching effective. The training incorporates the following: Way of incorporating different kinds of instruction, way of presenting, managing and motivation.

Out of the six teachers from both colleges all of them have been participated in the Higher Diploma course. However, in other training only one teacher from KCT reported that she participated in ELP (English Language Improvement) training organized by MOE at a national level before the launch TESO. This training is intended to improve teachers' English proficiency.

The SMdh reported that in addition to minute discussion there were staff development program where each staff member share ideas about their professional development. In KCT, however, they do not have such discussion in their periodic meeting.

4.4.4 Staff Development meeting

All of the SM instructors reported that the staff development program help them in discussing their experience in teaching and improving their classroom behavior. Since this process of discussion lead to improvement or change on a particular kind of action which could play an important role in professional development.

*The staff development gives me chance to learn and improve my classroom practice from those who have many years of experience.
(SMt2: 5April 200)*

Teachers' self-awareness with regard to their beliefs and their own action help them "not only to improve their own performance but also to learn more about teaching and about themselves" (Harmer 2001). The culture of staff development needs open discussion among teachers. Since it is teacher reflection of their teaching practice it helps them to understand their own classroom, their own teaching and their own students better. Therefore; it could be said that staff development is a form of reflection which helps teachers to understand their work in relation to physical classroom environment, the syllabus and particular teaching practice.

In our college there is weekly meeting as staff development meeting but most of the instructors didn't feel comfortable to discuss about their classroom practice openly. SM6:8 April 2006

If the culture of open discussion is not developed it could be difficult to meet the purpose of staff development which involves reflective discussion. Dewey (1933) also "believed that to reflect an individual needs to have three attitudes: open-mindedness, which implies an openness to new ideas and thoughts; whole-heartedness, the capacity to fully engage with new ideas and actively seek them out; responsibility, being aware of the meaning and consequence of once action. In today's' English language teacher Education and Development Head and Tayler (1997) argued that reflection is impossible unless it is deep rooted in the humanistic approach. A form of fused humanistic approach and reflective approach since humanistic approaches offer a positive direction for personal and professional development

I think reflective discussion might help us to improve our teaching practice put suitable methods of instruction In our classroom but such kind of culture is not practiced in our college. (KCTt3: 8 April 2006)

When the trainers were asked about their problems of using varieties of teaching modes, other than the above maintained, they identified six factors as major constraints for the utilization of different teaching methods. These are: a) lack of adequate training b) time consuming c) classroom condition d) class size e) low language proficiency of students f) resistance to class participation g) lack of motivation or incentives.

4.4.5 Lack of adequate training

Lack of adequate training is named as one of the important factors by half of the participant teachers in both institutions. As it hinders teachers from utilization of different

instructional methods which have a positive relation with student interest to engage in the classroom activities.

Although I know about different teaching methods Like lecture method, discussion, pair work and group Work, I expect their implementation will be hard. So I think training on how to do it systematically is needed. (KCT4) April 2006

Since teaching is an art, the task of how to incorporate different methods of teaching is teachers' responsibility. Making instructional decisions are teachers' everyday task however, in making such decisions teachers need to set priorities and make compromises. According to Sasatchewan Education (1984) [http:// www.sasked. Gov.sk.ca.html](http://www.sasked.gov.sk.ca/html), a particular instructional method may not be appropriate. Thus, teachers need to take many things into consideration like objectives, the content , vehicles for learning, activities used, process of learning etc. In line with this, half of the other participants think that they are well trained

I think at this level I don't need to learn about how to teach I could manage to implement different kinds of teaching methods that is what I am doing now. (SMT1) 5 April 2006

However, in the interview some of the teachers were found to be confused with whether they are implementing some instructional strategies but in the observation they are found to use it in a relaxed manner.

4.4.6. Classroom condition

All participant trainers reported that condition of classroom is one of the other factors that affect the utilization of different instructional method. Classroom condition should be conducive to implement different interactive teaching methods like group work, pair work, role play, simulation, game etc since such activities require more space. Thus, the

six KCT teachers reported that the old classes were not conducive in terms of size and ventilation; while the new ones are good. On the other hand three of the SM participant trainers regard some of their classrooms as not conducive because they have broken windows and unlocked doors.

Since most of KCT classrooms are not built with the intention of being a classroom, they were not conducive at all in terms of size and ventilation but the new ones don't have such problems.(KCTt5) 8 April 2006

Condition of classroom includes the traditional arrangement of tables and chairs Yonas (2000). Since most teachers are accustomed to the traditional sitting arrangement, it takes time to adopt different sitting.

As I am accustomed to the traditional sitting arrangement, most of the time, I proceed class group work or any other activities and make a lot of problems to continue the lesson with out making noise and taking time. (SMt4) 5April 2006

4.4.7. Time consuming

All of the participant trainers' regarded implementation of different instructional method which follows different instructional strategies in one period as time consuming. Particularly, teaching methods which implement instructional strategies other than direct instructional strategies demand a considerable time to plan and to implement like different kinds of group work simulation, seminar, cross-group activities, workshops and the like.

To implement different kinds of instructional strategies in one period demand prior preparation in planning how to teach, in collecting the material and arranging the classroom.

(SMt6) 12 April 2006

Hence most teachers found to prefer one kind of instructional method most commonly lecture or discussion as they found to report that to use different kinds of instructional strategies consuming more time than that of implementing one kind of teaching methods.

4.4.8. Students' Low English language proficiency

All participant teachers in both colleges reported that students' level of proficiency affect implementation of different teaching methods. Particularly, teaching method which implement interactional instructional strategies that demand students' proficiency in the language. Students' low English language hinders them from active participation, although most students are willing to participate in different class activities. Their low language ability hinders them from expressing their idea and understanding what was said in the class discussion.

When students are assigned to do some interactive activities

Which is provided in the module, they usually will have great difficulty to express themselves in English. For they have very limited vocabulary and English structures.(KCTt1) 8 April 2006

Students could be motivated by making them to know the language activities in the class room are meaningful and aimed at practicing real life communication skill. In doing so teachers could implement different interactional strategies such as role-play, game simulation etc.

Most of the certificate students of do not choose their English lesson to reflect on they prefer to choose other Subject.(KCTt1)

But if students are made to reflect their English classroom practice in particular by preparing specific format which could assess student teacher

performance by offering specific criteria for evaluating students ability to organize a class to carry out different classroom activities.

The teaching practice which students need to complete in the partner school does not expect students to reflect their English teaching. They are free to choose what they like. One of the participant instructors from the Kotebe Teacher Education Institution (KCT t1) reported that:

Since students are free to chose subject for their practicum most of the time English language is last to chose. However student need to pass through such kind of experience

4.4.9. Resistance to class participation

While on the other hand, four (t1, t3, t4, t5) instructors from KCT and three (t2, t3,t6) from SM reported that some students are found to be resistant to class participation, for various reasons like: their low proficiency in the language, their limited experience as they are familiar only with the traditional method sitting motionless, copy whatever the teachers write on the board, speaks when they are permitted and the like.

Though the student want to participate in the whole class discussion
In small group work they were observed to resist so as not making
mistake. SMt3(April 8 2006)

most of the time as it is observed in the class discussion students who speak English found to dominate the discussion and those who think they are not good keep listing and agree with what the so called fluent speaker idea with out trying to express their idea or to argue.

Most of the time I don't participate actively in class discussions; I think I am not good in English. I would rather listen what other says. KCT9 (April 15 2006)

4.5 Instructors' and students' opinion about the utilization of varied methods of teaching

Almost all of the instructors and would be teachers participated in this study have positive attitude towards implementing various kinds of teaching methods so as to make students not being bored. Besides, varying teaching method is good in order to meet students with different learning styles (Wallace 1991)

*I think in my opinion varying your teaching method is good.
When you vary your teaching method you avoid boredom.
(KCTt3:8 April 2006)*

Though all of the participant teachers regard that the use of various instructional method advantageous, three (t1, t3, t5) instructors from KCT and five(t2,t3,t4,t5,t6) instructors from SM replied that they use various instructional methods in their classroom. Wallace (1991: 17) study also shows that once the purpose of instruction is identified by using different model or using different approach of instruction student with different learning style might be best met. For example, a lesson could begin with brain storming activities to stimulate students about the lesson topics. Or lecture method maybe used to provide guidelines for the subject that is new to the trainees or it may be done by posing an interesting problem or by showing the relevancy of the topic.

I use different methods in my class, as one lesson has different parts I use different instructions for those different parts for example to teach a new topic, I use lecture then after I make them familiar with the topic I will lead them guided practice in the form of group work or pair work then the result of group discussion will be presented and feedback will be given. (KCTt5: April 5 2006)

All of the would-be teachers' from both TEIs who participated in the focused group discussion like to be taught in different methods but they reported different reasons. For example KCTs9

Varying instructional method provides students with a balanced in learning styles so that no students would be unfairly disadvantaged compared to another in developing the over all skill in the course.,

If I don't get the main idea of the topic with one instructional method I will get it clear with another. when I have some question about the lesson topic at the beginning of the lesson as the teaching-learning process proceed from one instructional method to the other one I will get the answer for my question. As it is usual the teacher give lecture then lead as to group or pair work most of the time I will get the answer for my question when I discuss it with my classmates (SMt12:8 April 2006)

According to Borich (1983) methods which make students involve in the teaching learning process are the best preferred ones. In this study also all the 20 participant students from both colleges reported that they like when their teacher use participatory method which make them talk, perform or present some activities and discuss about some topics. Since instructional methods such as discussion, pair work, group work etc make students to involve actively in learning than being receptive.

All 20 participant students also said that they were very much interested when their teacher uses various instructional methods in one lesson. "If the teacher use various teaching methods the lesson would be more interesting without any feeling of boredom the lesson will end". (SMs: 12 April 2006)

The teacher who teaches us part I most of the time use lecture and demonstration as a result the lesson was not that much interesting. In contrast our part two teaches incorporate different instructional methods including lecture method but It was interesting. I really enjoy his lesson. You don't feel in active when you are performing one activity after

another and the teacher also passes from implementing one method to another. Besides it give me how I could use it. (KCTs8: April 5 2006)

The effectiveness in learning lies not in reading and listening but in active performance and experience or by doing (Aggarwal 1996). The implementation of interactive instructional method in teacher training is needed; as such experience is necessary to use it while they teach their students since student take what they have experienced than what they are told to do. Moreover, varying such instructional method also makes students to have more choice to be engaged in learning. Wallace (1991) also regard incorporating different methods in one instruction is recommended as a good methodology particularly in teacher education institutes as it gives the trainee excellent experience of incorporating variety of methods in one lesson.

4.6 Instructors' and students' opinion about different mode of teaching

All of the participant instructors from both institutions reported that they like to use group work, discussion other than lecture method.

As we do not focus on theories, in my lessons most of the time there will be some brief discussion however, it is difficult to call them lectures, (KCT t1)

However as (Woodward 1991) study show that most teachers particularly in college and university dominantly use traditional lecture methods where teachers talk most of the time. Moreover, trainers found to favor "discovery" group work and are often embarrassed being caught using lecturing method in classroom as they perceived as the wrong instructional strategies in language teacher training (Woodward1991). The same thing is discovered in this study instructors in both TEIs were found to be hesitating in reporting their utilization of lecture method. However, Woodward (1991) argued that Discovery group work is simply another tool equally varied in type, underutilized in practice and just as inappropriate in some contexts as lecture is in others and lecture method is as

effective as discovery group work. As there are many different ways we could make lecture method conducive for teacher training namely: allowing students to consolidate their notes, pausing, inserting brief demonstration etc.

Although we have ample time to implement different kinds of group work method, it needs too much time for preparation. Besides some students will not be willing to participate as their language proficiency hinder them to express their ideas. Despite all this, I usually implement group and pair assignment and class work(SMt3:April 8 2006)

Like t3 from SM t1, t4, t6 from SM and t1, t3, t5, t6 from KCT reported that implementing different kinds of instructional methods take a lot of time despite the fact that they have tried to incorporate different instructional methods.

I use some kinds of group work which demand relatively less time like Small group discussion but role play/ simulation and game which take much time were not used most of the time. Though students are willing in the participation of these kinds of classroom activities (KCTt2:8 April 2006).

Most (t1,t2, t3, t4 from KCT and t2, t4,t5,t6 from SM) of the instructors perceives instructional methods which employ interactive strategies consider as time consuming and potentially difficult in implementing it in large classroom. Therefore, most of the time teachers donot prefer to implement it. Moreover, these instructors perceive employing active learning involves risk of students' unwillingness to participate in various activities consequently; active learning is not practiced.

I think most of the time; I use different instructional methods in my class as I start with brief lecture and go to different kinds of group work like first discussion in small group, next group presentation and then whole class discussion. (SMt5 8: April 2006)

Instructors t1, t2, t4, from KCT and t2, t3, t6 from SM regarded group discussion followed by each group presentation will help students to learn from their mistakes and to get more idea about the topic in discussion. Thus, they usually implement it. Besides, they regard it as it help student teacher to learn and implement reflective discussions which help him/her to develop the professional skills. Here we could see that a teacher has a role as facilitator of learning and the student are actively involve in the learning process (Hill 1974)

*I like group work and discussion since when I discuss about something
I will get more knowledge and skill. (SMs7: April 5 2006)*

The interview and the focused group discussion show that group work pose a particular problem for some students. Though most students recognized it is important to developing key skills.

I don't like group work as there are always lazy students who don't do any work not being affected by I will end up doing all the work. (KCTs9: April 12 2006)

In the group discussion there is no even distribution of turn some take much time of the discussion; those who are better in spoken English while the other, who consider themselves as poor language users restrain from giving their ideas and opinions about the topic. Dowaliby and schumer (1973) also found that in a college discussion class, low-anxiety students did better than high anxiety students on course examinations.

In some group work some group member do not provide any input or aid the group effort yet get the same mark, this is not fair. (KCTs 4:April 8 2006)

In line with this students' attitude as instructors acknowledge, such limitations of group work and instructors' t1, t2, t4, t 6 from KCT and Instructors t2, t3, t4, t6 from SM stated that they develop a way of tackling the issue of uneven work load. Each student will be

assigned with a set of specific targets. 'T'1 from KCT reported that it is a good motivating student to actually do.

4.7 instructors' and students' opinion on English improvement and methodology courses

As it is noted in the review of related literature Dickinson (1991), gives high training priority to the proficiency in English language than pedagogic expertise though the duration for their training is very short to give such courses. In our country also only the methodology course is given with out the language improvement courses. Therefore, instructors and students were asked to give their opinion about this issue. Instructors t1, t2, t3, from KCT and t2, t3, t4, t5, t6 from SM argued for the need of language improvement courses though the methodology course offered by the institutions were very good in equipping students with Basic English Methodology.

The methodology course given for the certificate students was very good. But, the problem is, the students have very low language proficiency for applying the methodology
Open University Prass

they have learned. I think they really need language improvement courses. (KCTt2) 12 April 2006

In learning language to make language learners motivated, they need to know the language they are going to learn. This in return helps them to communicate their needs, ideas and opinions. Moreover, to arouse their willingness and give reasons to participate in the classroom activities. Otherwise, it will be difficult for the teacher to meet the instructional objectives (Swan and Walter 1990).

If you are looking at the methodology courses, they are very good. However, the problem here is that the students don't know the subject matter. It is difficult for somebody to teach the methodology who doesn't know the subject. So, I think there is a gap between the subject matter knowledge and the knowledge of the application of the methodology (KCTt3) 5April 2006.

Teachers regard since most of the time particularly in language class students will not be willing to participate as they taught that they have low communicative competence to use.

If somebody doesn't know the subject matter, it is difficult to teach how to teach that particular subject. In my opinion they need prior knowledge of English language before learning how to teach English; as the students' English proficiency is low. I remember what one teacher said "You are giving us the fork before the food."

KCTt5 April 2006

A few number of students who participated in the focus group discussion, S2, S5, S6, S7, S8 from KCT and S3, S4, S6, S9, S10 from SM reported that they need language improvement courses as they think they have low language proficiency.

Though the methodology course is very good in providing us both with theoretical of teaching English at elementary level, I think we need to have some language improvement courses. (SMs4) 12 April 2006

In contrast, with greater number s1, s3, s4, s9, s10 from KCT and s1, s3, s5, s7, s8, from SM would be- teachers have strong confident that they don't think that they have difficulty in teaching. Even they don't accept that they have low proficiency in English language. They thought that they were very well acquainted with the teaching method and capable to teach.

I think we don't need any language improvement courses since we already learn English language starting from elementary school. In my opinion the methodology courses we have taken was enough. (SMs1) 12 April 2006

B. Exploiting the text	a. language game
The need of variety	b. word families
Evaluating a text :	c. using pictures and drawing
Unit –three Activity 1 :	
What is reading	8. developing paragraphs
Activity 2:the important of reading	
Activity3: reading words	a. identifying people
Activity 4: steps for teaching reading	b. complete sentences
	c. talking about people
	d. reading short passages
Activity 5: teaching word reading	9.lesson and their assessment
Activity 6: word reading games	
Activity 7: Reading sentences and phrases	a. the radio lesson
Activity 8: steps for using shashboard	b. food items
Unit 4 Teaching comprehension	c. continuous assessment
Activity 1: steps for teaching short passage	
Activity 2: Introducing the passage	Lesson planning
Activity 3: Checking the students knowledge of the meaning of the words	
Unit 5 Teaching Writing	
Activity 1How to hold a pen/ pencil	
Activity 2 forming letter	
Activity 3 describing how to form letters	

As it is observed from the above table the SM module consists of instructional methods like group work, pair work, choral or drilling but these topics were not treated in KCT module. Even though the SM module tried to include some instructional methods it is not satisfactory. As the other most important method in teaching trainee like different types of group work such as simulation, game and cooperative learning method were neither observed nor reported being utilized.

This course really could equip students on how and when to use different methods of teaching like choral, pair work, group work. (SMt6:7 April 2006)

Despite such limitation KCT and SM modules have, all of the participants' instructors in the institutes' regard these modules as they were quite good to achieve the goal. However, in line with the demand of current Educational Policy which require the use of problem solving and inquiry method the content mentioned there were not satisfactory. Moreover neither of the modules content comprise the suggested methods by educator like Vygotsky (1978) are task based interactive activities, collaborate or cooperative method to solve problem, making models, retelling stories and so forth. Generally The content of these institutes module in line with the innovative demands of the new primary level curriculum which in turn is based on the New Education and Training Policy guide lines (NETP), seem to have drawbacks in terms of fulfilling pedagogical needs pertaining to elementary level schooling in Ethiopia today. As it lack content on significant elementary English language instructional methodology implementation and practice.

Department heads of both institutions and all the 12 participant teachers reported that most of the language items found in the textbooks of first cycle grades i.e grade 1-4 and in both institution modules language items are made to be familiar to the students.

There is a great relationship some of the words taken from students textbooks for example vocabulary, clothing, food and animals.

(KCTt6: 5 April 2006)

Besides KCT department head and all of the participant instructors of KCT reported that in line with preparing the would-be teacher to real classroom situation the topic in the module entitled "Classroom language", which is absent in SM module, would help the would-be teacher to a great deal, to give command, to terminate class etc. Such imperative languages are very helpful for it is short and easy for the students. (KCTt1: 8 April 2006)

To some extent classroom language like the most frequent used language is included in the course, could help the would-be teacher but it may not be sufficient (KCTt4: 5 April 2006)

Therefore, about the composition of the two TEIs module we could say that most of the topics treated in the courses were similar though some topics like 'Classroom language' in SM module is not treated while in KCT it is treated in one chapter. Different kinds of teaching methods were treated in SM module but not in KCT.

The SM module as the SM English department head, who compile the module said that "Though it is difficult to claim that we prepared it rather it could be said that we compile it from different sources. In my opinion it is a good compile for the purpose intended.

In the focused discussion with the SM students, one of them (SMs1) also regard the module as follows:

The module introduce us with different ways of teaching English for example teaching reading, vocabulary etc and some aspects psychological and learning behavior of children.(SMS1: April 19 2006)

From general view as it is indicated in the SM module it comprises methodology input, practice exercises and peer teaching.

- *The methodological one contains a problem solving techniques and discussion of reading material.*
- *The practice component includes evaluation of lessons, discussion of activities in grade 1-4 textbooks.*
- *The peer-teaching components aims to develop the student teachers' confident by giving them opportunity to practice. It also aims to develop their ability to evaluate and improve their own and their colleagues' performances (SM certificate program module 2002).*

While the information obtained from KCT the English department head through interview, the module is prepared by some of experienced English department teachers. The new department head as well as the previous one regard the quality of this module as "three times better than that of the present diploma program module". (The previous department head, who is one of the interviewed participant was asked some questions as the new department head has a short service year to provide the required information sought.)

Therefore, offering general methodology course by themselves can not do much to improve trainee teachers' performance but their values lies on the professional skills in using or in handling them. Moreover the methodologies courses the instructors take at the same level were somewhat similar. In both colleges all of the teachers did not take any training during their pre-service training related to on how to implement different methods.

According to Richards (1990: 134) the aims of using methodology courses is to give student teachers intensive teaching practice and a follow up study on their performance. However non of the data show that this methodology course offers such teaching practice as follow up study.

Chapter Five

Summary, Conclusions and Recommendation

In this section the study will be summarized and basic finding will be stated following with this recommendation will be forward.

5.1. Summary

The purpose of this study was to discover and describe the instructional methods/ utilized by Kotebe College of Teacher Education and St. Mary's Universty College TEIs first cycle English teaching method teachers. To realize this purpose literature related to the topic was presented; interviews were made with six trainers in each TEIs. Among the six teachers three teachers' classrooms were observed twice. Moreover, focused group discussions were held with certificate students of both TEIs.

Based on the collected data, it is found that Certificate English course teachers teaching method implementation dominantly characterized by brief lecture and a kind of group work called pyramid or snow ball which involve small group discussion, whole class discussion and a plenary session. The would-be teachers as well as their English methodology instructors are found to have negative attitude towards lecture method whereas towards different kinds of group work, particularly discussion method they are found to have positive attitude. This implies that the instructional methods mostly preferred by both teachers and students demands the implementation of indirect instructional strategies. However such strategies were not the dominant; rather the dominant strategies were direct or explicit teaching.

The teaching practice of certificate English teaching methodology instructors were found to be affected by factors such as their previous teachers teaching practice, methodology courses they have taken while they were trainee and workshops, seminars, in-service training they have attended. The instructors' implementation of instructional methods was characterized by more of teacher-fronted which has little effect in equipping the would-be

teachers in line with the expected language proficiency and professional skills. Moreover the data revealed that the would- be teacher proficiency in English language is found to be the major obstacle for the learners in developing their English Language teaching Methodology.

5.2. Conclusions

With short period of the project, a relatively few number of classroom observation and data obtained from interview and focused group discussion, this study yield important result and on the basis of these result the following conclusions are drown.

Both TEIs teachers are found to be less effective in the utilization of active learning in their classroom while using lecture and discussion methods. Though they are found to claim that they use most of the time group work which involves instructional methods like problem solving, cooperative work, pair work and role play. In practice, however, they are found to use more of teacher-centered strategies by implementing discussion, lecture, and demonstration which is more of authoritative style and teacher lead pattern of communication.

In implementing lecture method, drill and practice demonstration and the like, among the six direct instructional functions, most teachers are found to take too much time in guided practice and they left the independent practice and some make it as a home work. But this stage of instruction is vital in the learning process. While in implementing instructional method which follow indirect instructional strategies, most Therefore, teachers need to be more aware of all the steps and make sure their implementation. Generally the utilization of instructional strategies of both colleges doesn't have significant difference. However, class size of one the major factor that affects the implementation of student centered instruction in K.C.T is not problem of St. Mery's.

The two TEIs certificate English Methodology instructors' implementation of various instructional strategies was affected by lack of adequate training, staff development meeting, their teacher way of teaching, class size, classroom condition, and students

low language proficiency. Most of the teachers' way of teaching is highly influenced by their teacher way of teaching. As most of them reported that their masters class teachers has a great influence in their present teaching practice. Among these factors the would-be teachers' low proficiency in English language is found to be the major obstacle for teacher utilization of different instructional activities particularly interactive instructional strategies. Thus they suggest that language improvement courses should be the pre requisite of this methodology courses. In terms of teachers' staff development is found to be a good way of enhancing teachers' effective classroom practice. Though there it is a good start in SM such culture is not developed as there is no open discussion among SM staff members. In KCTE, however, there is no such practice. Though almost all of the teachers both in K.C.T and St.Mary's had the required qualification and above in line with the MOE standard, most of the teachers do not have experience in teaching at primary schools as a result they are less aware of the needs and problem of teacher for first cycle.

In the modules of KCT instructional methods like group work, pair work, simulation, role play etc were not treated it only focused on language skills, vocabulary, some classroom language, child psychology. Though SM deals about drill practice, choral work, pair work and group work it was not satisfactory as it doesn't deals about the most important kind of group work such as cooperative learning, simulation, game and the like which is regarded as important for first cycle primary teachers trainee.

5.3. Implication

Based on the evidence obtained from the review of related literature and the result of the study the following recommendations are forwarded.

1. The quality of education depends upon the quality of teachers produced from TEIs. Therefore to make pre-service teacher trainee efficient with the expected language proficiency and knowledge of English teaching methodology courses TEIs instructors need to train on the utilization of instructional method so as to achieve the intended instructional objectives.
2. As the significance of language improvement courses for first cycle generalist teachers is an questionable the problem of shortage of the training duration to offer student with language improvement courses could be treated by the use of different instructional method like simulation, game, case study, co-operative learning, task based interaction, seminar, which has the role of facilitate language acquisition by providing the three basic things that theory of language learning should comprise (comprehensive input, active involvement and positive attitude/ desires/feeling.
3. The trainees need also some training in improving their oral language so that they could implement different methods which employ different interactive activities like role play, discussion, simulation etc.
4. Task based instruction is more appropriate in teaching young learners English language; therefore, teacher trainers should be trained well in implementing task based interactive instructional strategies during their pre-service training.
5. Both institutions should provide opportunity for English instructors to improve their methodological skills through short and long term seminars and work shops

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Appendix A

Research Ethical principle

Thank you for your willingness to participate in my research entitled "instructional methods utilized by English Teachers at TEIs in Training first –cycle Primary school Teachers"

The information you share with me will be kept secured with the at most confidentiality and you personal identity kept anonymous.

Structured Interview guide line

PART ONE

Background information

1. Sex Male --- Female ---

2. Age 20-26 ----- above 30 ---

3. Most resent qualification

4. Area of qualification

4. Year of service in teaching

Elementary -----

High school -----

College -----

PART TWO

Teachers experience in learning

1. Can you mention the names of ELT courses that you took when you were a trainee in teaching?
2. Do you think that your previous teachers' way of teaching has an influence in your present teaching practice? At what level of your Education was you met the influential teacher and can you mention some of the instances?

PART THREE

About the TEIs First cycle would be teachers' trainer classroom practices.

1. Do you use different instructional methods in your lesson? Can you mention them? Why do you use them?
2. What kind of instructional method dominates or characterizes your classroom instructional?
3. Do you think it is good to incorporate different kinds of instructional methodologies in on lesson? Why?
4. DO you think it is difficult to incorporate different kinds of instructional methodology? Why?
5. Do you have lesson plans for your lesson?

PART FOUR

Questions regarding English methodology courses given at the certificate level.

1. Do you think the English methodology courses for the certificate students' i.e Basic English Language Teaching Method (BELT) make students efficient in using different methods in teaching English in the first cycle?
2. Do you think the students have good proficiency that could enable them to use English language effectively in the classroom?
3. To what extent do you think the topic classroom instruction help the would be teachers to communicate with the first cycle students and help them to learn the language?
4. Do you think students need language improvement courses or do you think only methodology courses will be enough?
5. How do you rate the relationship between the content of first cycle English language textbooks and the content of certificate course students English Methodology courses? Can you mention some examples?
6. Does the methodology courses enable the would be teachers to learn the nature of children learning and its implications in ELT
7. How do you rate the number of students who reflect their English classroom practice in Practicum? What do you think the reason will be? Did you encourage students to reflect their classroom practice? If the

Appendix B

Transcribed classroom observation 1

Institution: KCT

Teacher: t3

Time: 8:00—10:00

Date: April 5, 2006

T: Last time I gave you some ways of teaching words or vocabulary that you can use in your teaching. Can you tell me?

S1: real object

S2: model

S3: picture/photograph

S4: body action

S5: verbal contexts

T: Which one is the best way to teach the word "pea"

S6: real object

T: Why?

S3: because pea is portable showing the real object the best way to make students understand the meaning.

T: Today we are going to learn about other ways of teaching vocabulary i.e. synonyms and antonyms.

Synonyms are words with the same meaning

T: For example hate

S7: dislike

T: Happy

S: glad

T: Antonyms are words with opposite meaning

You may ask students to match antonyms of the words like

dark

light

happy

T: before we finish about how to teach vocabulary what should students must learnt about the words?

S2: We should teach them meaning.

T: Yes, but how do you teach meaning?

S3: We explain the meaning.

T: What else do we need to teach them along with the word?

S10: they need to learn pronunciation

T: Yes they need to learn pronunciation

The teacher writes the following on the blackboard

Pronunciation

Pronunciation

Which one is correct?

The class keep quite. The teacher pronounced the words and said

Transcribed classroom observation 2

Institution: KCTE

Teacher: t1

Time: 8:00 -10:00

Date: April 12, 2006

T: After the instructor greet the class he write "WHAT IS READING"

And instruct the students to write their own idea

S: Students write their own idea

T: Instruct the student to get in group and discuss about their ideas about reading

S: get into group; select group leader and each student discuss their idea about reading

T: walk around the group and listen to their group discussion. Then tell them to stop their discussion and come to the whole class discussion

S1: reading is re-site and understanding

S2: Reading is sound out letters

T: Based on the students' definition the teacher show the student how to came up to general definition. The teacher gives brief lecture about reading

Then the teacher ask question on how to teach hand writing.

S3: by teaching how to hold pencil

S4: By teaching how to write each letters

T: Give feedback on how to hold pencil and on how to write each letters. Then the teacher went to further discussion on how to make student write on the line. The teacher demonstrate which letter goes up, down and stay in the meddle. Finally the teacher gives assignment on the kind of hand writing first cycle government school students have. By focusing on the following point:

- Missing letters
- Spelling mistakes
- Untidy
- Slatened untidy letters
- The letter size and layout

APPENDIX C

Observation Check List

No.	Criteria for Direct instructional function: when instructor use instructional method under these instructional strategies like lecture, demonstration, drill practice	Yes	No	Criteria for interactional group Instructional : when instructor use instructional strategies like discussion, simulation , drama, problem solving, seminar,	Yes	No
1	Daily review, checking previous day work			1.introduce the lesson		
	a. Checking Homework			b. presenting the problem		
	b. Re-teaching areas where there were students error			c. give idea, material or object		
2	Presenting and structuring new content			2.Organize instruction		
	a. Provide overview			a. give instruction		
	b. Proceed in small steps but at a rapid pace			b. check the understanding of instruction		
3	Guided practice			3.move in classroom		
4	Feedback and correction			4.moniter and intervene		
5	Independent practice			5. provide help		
6	Review			6. give feedback		

APPINDIX D

Research Ethical principle

Thank you for your willingness to participate in my research entitled "instructional methods utilized by English Teachers at TEIs in Training First –cycle Primary school Teachers"

The information you share with me will be kept secured with the at most confidentiality and you personal identity kept anonymous.

Guideline for focused group discussion

Part I About their teachers teaching Behaviour

1. What kinds of instructional method do your English language method teacher used?
2. Do you think the instructional method that your English language methodology teacher uses help you to develop both your language proficiency and your professional skills like what and how to teach first cycle student?
3. Do your teachers use variety of instructional method in one contact hours? Do varieties of instructional method that your teacher used help you to develop your language and professional skills?

Part II trainees' opinion attitude about different kinds of instructional method

1. In what kind of method do you want to be taught? In which kinds of instructional method do you like to be taught lecture, demonstration, discussion, drama, simulation?
2. Do you think the module help you to develop both your language proficiency and your professional skills?
3. What is your opinion about the issue of first cycle generalist teacher training should emphases more on language improvement course or methodology courses?

DECLARATION

I confirm that this thesis is my original work

Name

Azmera Teka

Signature



Date of submission

This thesis has been submitted for examination by my approval

A university advisor

Name

Dr. Dessu Wink

Signature



Date of submission

28.03.07