

**Addis Ababa University
School of Graduate Studies**

**A Study of Secondary School EFL Teachers' Pedagogical Beliefs and Classroom
Practices**

Birhanu Simegn

July 2012

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By

Birhanu Simegn

Approved by:

Advisor Signature

Examiner Signature

Examiner Signature

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Abstract

In order to understand the reality of the classroom and improve the teaching process, researching into teachers' beliefs about their professional activities has been acknowledged in mainstream education in general and in language education in particular (Borg, 2006).

This study investigated secondary school EFL teachers' pedagogical beliefs and classroom practices. It specifically examined the instructional practices the teachers conducted in classrooms and the beliefs they hold about English teaching profession, English teaching and learning, and the contextual factors. The study used questionnaire, classroom observation, interviews of pre and post classroom observation, and lesson plan analysis for data collection.

The findings revealed the teachers' unrealistic interest and competence in their English teaching profession. That is, the teachers seemed to think that they were merely interested in English teaching profession and were competent for conducting classroom instructions effectively though the classroom observation data failed to confirm such professional interest and competence. The result also indicated the teachers' shallow theoretical and practical conceptions of the communicative language teaching. In other words, the teachers did not seem to have clear ideas about the focus of the instruction, the roles of teachers and students, the nature of teaching materials, the type of classroom organization and management in employing communicative language teaching in their classrooms. Thus, the teachers' classroom instructions revealed routine pattern of procedures (presentation, monitoring and discussion) that did not seem to reflect their mere pedagogical conception, communicative language teaching. Moreover, the teachers' considered students' limited language capacity and interest in learning the language as the major contextual factor affecting the teaching and learning process. Thus, it is recommended that the teachers need to have more theoretical and practical exposure of the English teaching profession and CLT mainly through reflective teaching and action research.

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List of Abbreviations

- BFLLI: Beliefs About Foreign Language Learning Inventory
- CELTA: Certificate in English Language Teaching to Adults
- COCI: Communicative Oriented Classroom Instructions
- COELTL: Communicative Oriented English Language Teaching and Learning
- ECA: the United Nations Economic Commission for Africa
- ERGESE: Evaluative Research of the General Education System
- ESLCE: Ethiopian School Leaving Certificate Examination
- ETEP: Ethiopian Training and Education Policy
- ETP: Education and Training Policy
- GOCI: Grammar Oriented Classroom Instructions
- MoE: Ministry of Education
- NGOs: Non-Governmental Organizations
- OAU: the Organization of African Union
- PMD: Presentation, Monitoring and Discussion
- PSTEP: Pre-Service Teacher Education Program
- PTE: Profession of Teaching English
- QETEE: The Quality and Effectiveness of Teacher Education in Ethiopia
- T1 I: Interview with Teacher One
- T1 p ob I: post classroom observation Interview with Teacher One
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T2 p ob I: post classroom observation Interview with Teacher Two

T3 I: Interview with Teacher Three

T3 p ob I: post classroom observation Interview with Teacher Three

T4 I: Interview with Teacher Four

T4 p ob I: post classroom observation Interview with Teacher Four

TESO: Teacher Education System Overhaul

TOELTL: Traditional Oriented English Language Teaching and Learning

UNICEF: the United Nations Children's Fund

VSO: Voluntary Service Overseas

CHAPTER ONE

INTRODUCTION

1.1 Introduction

This chapter sets out the scene of the present study of teachers' pedagogical beliefs and classroom practices. It briefly describes the historical development of research into teachers' cognition (refers to what teachers think, know and belief about the different aspects of their work) in mainstream education and in second/foreign language teaching. This chapter also makes a review of the Ethiopian education system in general and the English language education in particular. Besides, it describes the study objectives, research questions and other related issues including definition of key terms and organization of the thesis.

1.2 Overview of Teacher Cognition

Research into teachers' cognition in general education dates back to the late 1960s when cognitive psychologists highlighted the influence of thinking on human behavior (Borg, 2006). Jackson's (1968) work on teachers' thinking and instructional decision-making has stimulated the shift of research perspective from teachers' observable classroom teaching behaviors to the unobservable mental constructs. Nevertheless, the research on teachers' cognition received more recognition on the occasion of a conference by the United States' National Institute of Education (NIE) later on in 1975(Borg, 2006). The conference challenged the process-product research tradition (that conceptualized teaching as a mechanical process) for its failure to capture the whole essence of teaching. That is, in order to provide adequate insights into the nature of teaching, the cognitive basis of teaching behaviors had been incorporated (Shulman, 1986, as cited in Borg, 2006). Therefore, since the late 1970s research on teaching in general education has begun to consider the practice of teaching as both an act of doing and a form of thinking.

The research development on teachers' cognition was mainly characterized by a series of stages through which studies emphasize each teacher's mental lives: teachers' planning, teachers' interactive thoughts and decisions, and teachers' beliefs and implicit theories (Clark and Peterson, 1986 as cited in Borg, 2006).

Studies on teachers' planning and decision-making were dominant from the 1970s to early 1980s. They attempted to investigate teachers' thinking processes (i.e., the way teachers gather, organize, interpret and evaluate information in the process of teaching). The studies on teachers' planning and decision-making were particularly concerned with exploring a range of teachers' decision-making: how they manage their classrooms, organize activities, plan lessons, allocate time and make judgments about general understanding of students (Zheng, 2009). They also considered teaching as analogous to clinical information processing (Kagan, 1988). Accordingly, teachers' roles were collecting, organizing and analyzing information about students' behaviors and classroom instructional problems, as well as making a range of instructional decisions.

More specifically, teachers' instructional activities and actions were perceived as results of their own thinking about what and how of conducting teaching. Jackson (1968) categorizes teacher's thoughts and actions in terms of pre-active, interactive and post-active decision-making. Richards and Lockhart (1994) categorized these types of instructional decisions based on teachers' intentions:

When the teacher makes a decision, thinking of what one's learners are learning from the lesson, then this type of decision making is called a planning decision; when the teacher makes a decision, thinking of whether or not the instructions are understood, then this decision is called an interactive decision; and, finally, when the teacher makes a decision, thinking of whether or not the lesson was successful, then this type of decision is called an evaluative decision. (Cited in Toom, 2006:30)

In other words, teachers' instructional activities were largely determined by the purposes that teachers think to solve problems in their classroom teaching. For instance, in order to reduce the complexity and increase the predictability of classroom activities, teachers were found to use classroom routines that were developed because of the teachers' subsequent classroom contacts. Research on teachers' instructional decision-making also revealed that

teachers begin their lesson planning with contents and learning activities as opposed to the rational model of planning(planning done in the order of: objectives - contents - learning activities - evaluation mechanism) in the process-product conception of teaching. Moreover, the main concern of teachers in making interactive-decisions was found to be students' classroom behaviors (Shavelson, 1976 as cited in Borg, 2006).

Despite their contribution to the conception of the nature of teaching as a more complex and dynamic process, such research findings on teachers' planning and decision-making still failed to capture the whole process of teaching. In other words, teaching was not only the application of well-established routines, and the learners' classroom behaviors were not merely antecedent variables of teachers' interactive decision-making. Thus, in order to comprehend both the cognitive and behavioral dimensions of teaching, a more holistic research on teachers' cognition was needed (Borg, 2006).

As result, in the 1980s, teachers' cognition became a major area of research in general education, and showed remarkable progresses. Firstly, the previous conceptualization that considered teachers as thinkers and active decision-makers was more refined into constructivist and reflective practitioners (Clark and Peterson, 1986 as cited in Toom, 2006). Such new conception of teaching began to "value teachers' agency in constructing or reconstructing knowledge in context" (Sharkey, 2004 as quoted in Busch 2008:25). Secondly, there has been a shift of research purpose from identifying and organizing a prescriptive model of thinking and actions into describing teachers' work and the thinking behind it. Thirdly, an extended conception of teaching context has emerged. That is, the previously established perception of teaching context as a clearly bounded and yet complex environment has changed into conception of a broader teaching context including the social, physical, psychological and political environment (Borg, 2006).

More specifically, investigating how teachers' knowledge integrated into their instructional planning and decision-making has been given considerable attention especially after Shulman's (1987) comment: " the ways teachers understood the subject matter and the knowledge they developed that helped them foster students' learning of a subject was

referred to as the missing paradigm” (as cited in Zheng, 2009:75) . Since then, teachers’ knowledge has become the dominant area of teachers’ cognition research in general education. However, considering only teachers’ knowledge in teachers’ cognition research was found to be limited in scope, and a need for including teachers’ beliefs as one cluster of teachers’ cognition research became mandatory in the 1990s (Wood, 1996).

Generally, after establishing itself as an area of research inquiry in the field of general education at the end of 1980s, teachers’ cognition research revealed a strong symbiotic relationship between cognition and practices (Borg, 2009). In other words, researchers in general education came to recognize the significant roles of teachers’ pedagogical beliefs and knowledge on the instructional practices as well as professional development.

Research in general education has also influenced second language education (Freeman and Johnson, 1998). In the late 1990s, there was a plethora of studies on language teacher cognition. For example, Borg (2003) has made a review of 64 research works published until the year 2002. He has also analyzed around 200 publications on the same area issued as of 2006 (Borg, 2006). The studies were mainly focused on four areas of language teachers’ cognition. Firstly, some studies examined the role of prior-learning experience on language teachers’ cognition development (Almarza, 1996; Woods, 1996; Borg, 2005; and Ariogul, 2007). Most of the research results indicated that language teachers develop their cognitions about language teaching and learning mainly in the time of their precollege learning experience. That is, teachers’ precollege school experience (as learners during primary and secondary level) could shape their knowledge and beliefs about what and how of doing language teaching.

Secondly, several studies attempted to investigate the impact of language teacher education on teachers’ cognition (Richards, Ho, & Giblin, 1996; Peacock, 2001 and Poynor, 2005). Most of the studies show that language teacher education becomes a weak intervention in exerting a significant change on teachers’ cognition. However, Borg (2006:35) notes, “there is now growing evidence of the ways in which teacher education can make explicit and promote change in the teachers’ prior knowledge and beliefs.”

Thirdly, some studies also concerned the relationship between teachers' cognition and classroom practices (Farrell, & Kun, 2008; Smith, 1996; and Richards, 1998). Most of the studies reveal the interdependence of the relationship between teachers' cognition and their practices in language classroom. That is, teachers' classroom practices or experiences can help teachers develop their own practical knowledge, and such knowledge, in turn, influences their classroom practices (Elbaz, 1981; Clandinin & Connelly 1987 as cited in Borg, 2003).

Fourthly, studies attempted to see the impact of contextual factors on teachers' cognition and practices (Spada & Massey, 1992; Burns, 1996; and Richards & Pennington, 1998). These studies highlighted the effect of contextual factors (such as parents, the school, society, curriculum mandate, classroom and school policies, colleagues, standardized tests, resources, etc.) on classroom application of teachers' beliefs and knowledge, on the one hand, and modification of teachers' knowledge and beliefs on the other.

Generally, this overview of research on teachers' cognition in mainstream education in general and language education in particular has revealed two major points. Firstly, language teachers' cognition research has emerged from general education. Secondly, studies on both general education and language education have indicated similar results related to the roles of teachers' cognition in the process of teaching and learning. More specifically, as Richards noted, the interest of ESL/EFL teachers' cognition was brought in the field of general education with:

a similar focus on teacher decision-making, on teachers' theories of teaching, teachers' representations of subject matter, and the problem-solving and improvisational skills employed by teachers with different levels of teaching experience during teaching. (2008: 167)

That is, the teachers' conceptions about what and how of English teaching were given more attention in ESL/EFL research because teachers' psychological constructs in relation to their work greatly influence their classroom teaching and professional development.

This area of EFL teachers' pedagogical beliefs in the context of Ethiopian education does not seem to receive more attention. Classroom teachers tend to be disregarded in educational decision-making processes like curriculum development, textbook and material preparation and instructional program designing. As Seyoum (1996) indicated, the overall education system seems to reflect a top down curriculum that gives little room to entertain teachers' pedagogical beliefs, opinions, suggestions and comments. Even, most studies in English teaching focus on research of the process-product paradigm that concerns what teachers did and what the respective students gained from it. Therefore, by focusing on EFL teachers' beliefs about their profession as well as English teaching and learning, this study intended to create more awareness on the role of teachers' pedagogical beliefs in English language education program. A brief presentation of the country's education system and the position of English language Education are presented preceding the statement of the problem, the objectives and research questions of the study.

1.3 The Research Setting: An Overview of Education in Ethiopia

Ethiopia is one of the ancient African states located in east Africa. Today, with the estimated population of 79.2 million, she is the second largest country in Africa next to Nigeria (Education Statistics Annual Abstract, 2008; as cited in VSO Ethiopia, 2009). Around 85 percent of its population is living in rural areas and largely depending on traditional agriculture. In the beginning of the twentieth century, foreigners mainly initiated the introduction of modern education in the country. In fact, there were traditional education in Ethiopian Orthodox Church and Islamic mosque before centuries ago and their legacies are still observed in a few educators in Addis Ababa University and other higher institutions. Thus, the secular modern education could be another addition to those who have gone through such religious education, and this enabled them to play considerable role in the expansion of modern education.

Therefore, following the establishment of the first government school in Addis Ababa in 1908, several government and missionary schools were opened in different parts of the country (McNab, 1989 as cited in Abebe, 1997). Producing capable individuals for running

government duties such as statecraft, diplomacy, commerce and education became a challenge for those schools since they had no organized and extended depth of curricular elements. Even the schools were staffed entirely by teachers from different countries. Thus, Addis Ababa University (AAU), the then, University College of Addis Ababa (UCAA) was established in 1950's to produce more teachers and other professionals for further expansion of education using the domestic human resource. Then, in 1955, the first teaching materials for elementary schools were developed in one of the national languages, Amharic and more efforts were made to expand education (Tekeste, 2006).

A remarkable sense of concern was observed on the part of the Imperial government following the first International Education Conference of African states in Addis Ababa in 1961. The conference exposed the country's failure in bringing about considerable change in access and quality of education in both primary and secondary schools. Therefore, based on the five years development plans of the government, Ministry of Education designed a new education policy. The policy mainly emphasized on the establishment of technical schools and the use of Amharic language as a medium of instruction for schools in the primary cycle. However, it was not fully implemented due to change of governance from the Imperial system to the Socialist government system which lasted for seventeen years from 1974 to 1991 (Teferra and Altbach, 2003, Tekeste, 2006).

The socialist government replaced the education policy of the Imperial system, as it was more elite and academic oriented, with the Marxist-Leninist oriented education system. The new curriculum required students in secondary schools to take 12 subjects with the addition of five subjects namely, agriculture, production technology, political education, home economics and introduction to business. As compared to the previous education system of seven subjects given in secondary schools, Tekeste (2006) considered it as a radical change of curriculum. The government further attempted to revise the education policy by conducting an Evaluative Research of the General Education System (ERGESE) in Ethiopia in 1983, and most of the education improvement efforts were done by Ethiopians rather than foreigners. However, the socialist government was not able to realize the new education

policy since the Ethiopian People's Revolutionary Democratic front (EPRDF), took control of the whole country in 1991 (Engida, 2002).

After consolidating its power, the existing federal government began to realize the role of education in transforming agrarian societies into the modern civilization. As a result, subsequent education reforms have been made since the 1990's. As documented in the 1994 Education and Training Policy (ETP), there were major problems observed in the country's education system. These were problems of relevance, quality, accessibility, equity, and mode of delivery, teacher training, teaching resources and facilities (MOE, 1994). The government attempted to address these problems by issuing a new education policy, Ethiopian Training and Education Policy (ETEP), in April 1994. The policy claimed to have more focus on teacher training programs. Later on another official document issued in September 1999 by the Ministry of Education entitled The Quality and Effectiveness of Teacher Education in Ethiopia (QETEE). It identified problems and weaknesses with solutions that specified proposed resources and structures needed for improving the quality of education. In September 2002, the Ministry of Education issued the national framework for Teacher Education System Overhaul (TESO). It was generally a blueprint of educational programs concerning what had to be done, when and how. The Ministry of Education has also issued a national curriculum guideline for Pre-Service Teacher Education Program (PSTEP) in March 2003. It was all about program outlines and components that display principles, aims, nature of learning, curricular contents, course breakdown, assessment and sample procedures for practicum.

Currently, based on such subsequent reforms, major changes have been observed. The first was the implementation of a decentralized curricula guidelines for primary education across regions. That is, the regional bureau of education takes over most of the responsibilities for designing curriculum especially for primary education with its own culture and language, other than Amharic, used as a medium of instruction. A major shift of pedagogy from traditional teacher-centered to active learning, student centered has also been articulated. Moreover, a structural modification has been made on formal schooling namely, First Cycle Primary (1-4), Second Cycle Primary (5-8), First Cycle Secondary (9 and 10) and second

Cycle secondary (11 and 12) and the higher learning institutions have been structured in a three year pre-service teacher education program.

Generally, the existing educational reforms seem to be not clearly articulated and organized. However, there are major policy directions and focus areas namely, local language promotion for medium of instruction in primary education, more pedagogical orientation and use of active learning or student-centered instruction and more emphasis and expansion of teacher education programs in higher institutions.

1.4 The Role of English in Ethiopia

Following the introduction of modern education in the country, the role of English language in linking the national community to the international one was acknowledged and English was given as a subject of study while French was serving as a medium of instruction. The dominant position of English language serving as a medium of instruction in all levels of education and of communication in diplomacy and commerce was observed during the Imperial period, mainly from 1940 to 1960's (Eshete, 1974; Tekeste, 2006). Today, knowing English language very well has become an advantage not only for individuals to manage academic areas and get jobs easily but also for the country to adapt science and technology and make diplomatic and commercial ties to the global world. Detailed discussions are presented in both non-academic and academic roles of English in Ethiopia.

1.4.1 English in Non-academic Contexts

When Italy left Ethiopia in 1941, after five years of occupation, the Ethiopian government has made a strong relationship with Britain because of military support Ethiopia got during the struggle against fascist Italy. Thus, English language has become the dominant means of interaction in diplomatic relations with the outside world. Even the language was considered as a second national language next to Amharic language (Eshete, 1974). Using English as a language of diplomacy and international relations has become prominent mainly following the establishment and settlement of different organizations (e.g., the Organization of African

Union (OAU), the United Nations Economic Commission for Africa (ECA), the United Nations Children's Fund (UNICEF), and embassies of several nations) in the capital city of the country, Addis Ababa.

Currently, English is also used as a means of communication in international and local NGO's, federal as well as regional legislative documents, import and export oriented business organizations, government and non-government media of printed and electronic types, entertainments (e.g., music and movies), and business promotion and advertisement activities. Thus, English has become a key to unlock business of government and non-government organizations in the country.

Generally, as the country is on the way to integrate itself into the global world, English language plays an immense role in facilitating the country's success in diplomacy, commerce and modernization.

1.4.2 English in Educational Context

As stated above, English was given as a subject of study in primary schools in the beginning of the twentieth century, and later from the 1940 to the 1960's, it became the medium of instruction from primary to tertiary level of education (Heugh et al, 2007). The use of English in academic activities was also mandatory during the socialist system of government in all levels of education except a slight share of instructional medium by Amharic language in primary schools. That is, while Amharic was used as a subject of study from Grade 1 onwards and medium of instruction in primary (grades 1-6) education, English was given as a subject of study starting from Grade 3 onwards and was used as medium of instruction in junior (grades 7 & 8) and senior (grades 9-12) secondary education (Tekeste, 2006). At the end of senior secondary education, students were required to take a national examination, Ethiopian School Leaving Certificate Examination (ESLCE) and getting a pass mark (Grade 'D' or more) in English as a subject was compulsory for students to join higher institutions.

A slight change of English language educational roles has been observed in the present federal government, which has been in power since 1991. English has been used as a medium of instruction starting from Grade 9 onwards except in self-contained (a teacher required to teach all subjects to one group of students, with no specialization on a particular subject) teacher training institutions for the first cycle primary education, and English has been taught as a subject starting from Grade 1.

Generally, the roles of English language in the education systems of different government systems are considerably similar in that English was/is still taught as a subject starting from lower grades or from primary education, and instructions have been conducted using English in Grade 9 onwards. Thus, the effectiveness of the overall education systems has largely, in one way or the other, been determined by effective utilization of the role that English language plays as medium of instruction.

1.5 English Language Education

As stated in the preceding sections, English language education was begun around a century ago, and the education system has used English as the language of instruction especially after primary education. This section sets out a brief presentation about major objectives of teaching English, areas of the language emphasized, methods used in teaching and learning and problems teachers faced in their English teaching.

1.5.1 Objectives and Instructional Approaches

The main objectives of teaching English in schools and higher institutions are similar to the roles, mentioned so far, English plays in the education and non-education systems. That is, the language was taught to enable citizens use English in academic and non-academic settings as the language of communication that facilitates the country's social and economic transformation. However, there are specific instructional objectives and approaches teachers and students need to follow in each level of education (primary to tertiary educations).

In primary education during the beginning of the Imperial government, for example, English language was mainly taught for non-practical communicative purposes and it was rather a direct copy of foreign curriculum, Martin commented:

The old curriculum is an realistic attempt to educate Ethiopian children in large numbers through a programme that was fit more for school children in some places in England or some places in United States. It was a (sic) elementary program where the English language was the medium of instruction beginning Grade 3 and where the main emphasis was on academic studies to enable the pupils to give textbooks answers to examination. (1962: 4).

The main purpose of teaching English was to help students pass the academic examination taken from their textbooks of foreign countries especially in Britain. Similarly, Amare, Demoz and Samuel (1974:7) also noted, students were following their education in “a system of largely alien origin that uses alien textbooks written in an alien language (English) and that employs a large number of alien teachers”. In other words, foreigners with imported teaching materials (developed in English) conducted most of the teaching and learning activities. In other words, there were no attempts of curriculum adaptation based on the local culture and experience for enabling students interpret and understand their immediate environment in using English language.

Similarly, English teaching in the secondary education were dominated by foreign teachers and learning materials. That is, most of the teaching materials and textbooks were the same as those in Britain. Even Ethiopian students were allowed to take examinations prepared for students in England or USA (Tekeste, 1990: 4; as cited in Heugh et al, 2007).

However, the use of foreign teaching materials and textbooks in teaching English language in primary and secondary education ended mainly during the socialist government in the 1970's. English was taught as a subject as of Grade 3 onwards by using textbooks developed by Ministry of Education. The textbooks were designed not only for helping students learn English but also for making them aware of or internalize the socialist ideology. Most of the textbook reading passage were about the Marxist-Leninist ideology and largely dominated by grammar and structures. Even the university entrance examination was dominated by grammar and structures taken from the textbooks. Thus, the main concern of English

teaching was to enable students pass the ESLCE for joining colleges and universities. Therefore, the teaching and learning process was oriented towards mastery of grammar points supposed to be included in ESLCE.

Considerable changes of instructional approaches were claimed following the 1994 Ethiopian Education policy issued by the existing federal government, and some form of modifications have been made especially in the content and organization of textbooks prepared by the Ministry of Education or regional Bureau of Education. The Ministry of education believed that there has been a significant shift of instructional approach from traditional teacher-centered to progressive learner-centered. Despite the policy proposition of traditional teacher-centered to student-centered instructional approach, the actual teaching and learning process seems to be unchanged.

Nevertheless, English has been considered as one of the areas of focus in the education system and it has been given as a subject from Grade 1 onwards. Thus, in the first cycle primary school the language has been taught by the self-contained teacher, and in the second cycle primary school, a teacher with English training has begun to teach the language. A diploma and above in English teaching is required to teach in first cycle and second cycle secondary education. More MA holders of TEFL are also giving a few English common courses (e.g., communicative English and Sophomore English) in colleges and universities. Thus, attempts have been made to improve the teaching of English though there could be considerable variations and miss fit concerning the level of training and qualifications of teachers in both primary and secondary education.

The English teaching in primary and secondary education is mainly conducted by using textbooks designed by the Ministry of Education or Regional Bureau of Education. The content of the textbooks especially for the secondary education are frequently revised with no significant modifications in its organization. Therefore, the textbooks are organized mainly in terms of the four skills: Listening, reading, speaking and writing. Some vocabulary and grammar points are also integrated into each skill. Thus, teachers are expected to conduct their teaching by using the textbooks. In order to help them manage the

activities, the teachers are provided with teachers' handbooks, along with the students textbooks. The maximum period (40 minutes) allotted for secondary education is five and the minimum is four per week. Every teacher is expected to cover the textbook within the given semester mainly because students at secondary schools will take a national examination that could consider all contents of the textbooks.

Generally, the teaching of English is one of the primary concerns of schools since English is serving as medium of instruction in secondary and tertiary education system. There is, however, a serious concern on the quality of the teaching and learning process especially in terms of teaching materials and resources, and the qualification and competence of English teachers.

1.5.2 The Status of English Teachers in Secondary Education

As Bennell (2004) noted, teachers' status is one of the indirect indicators of a healthy or problematic national education system. The existing teachers' occupational status and value mainly related to the societal perceptions on the value of the teaching profession and the governments' attention on the teachers' well being and professional freedom. Based on personal observation and VSO Ethiopia's report on 'motivation and morale of teachers in Ethiopia' (2009), the teaching profession in general does not have considerable attention given by the government:

Teaching can be a satisfying profession when teachers take pride in seeing and helping students to achieve. However, teachers in Ethiopia feel poorly rewarded and undervalued, and wish to see their pay, status and conditions of service improved. They would also like access to better management and support, more involvement in decision-making and representation and better resources with which to tackle their huge and important task of equipping the next generation of Ethiopian citizens with adequate education. (2009:49)

In other words, teaching as a profession could make teachers interested, but the contextual pressure the teachers facing in their career seem to drive them out of the real sense of ownership and commitment to their profession. The value of teaching especially in recent

years becomes the “occupation of the last resort among the educated youth” of developing countries (Bennell, 2004:10). Teachers especially in high school consider English teaching not as their life long career but as a stepping-stone for their next career of usually public relations and journalism.

More specifically, despite the positive intentions expressed in the education policy and strategies in giving more priority to teacher education, for improving the quality of education, there seems not to have a considerable support of the teachers’ life with meaningful salary and related incentives. For example, the teachers are still complaining about their low monthly salary (150-200 USD) with increasing inflation that makes their life difficult and unaffordable. Even, to support their living expenditure, a few teachers try to carry out additional work at the expense of their time for instructional preparation of their professional duty.

In addition, teachers at secondary education do not seem to have considerable degree of participation and share of responsibility in the recurrent revisions and preparations of textbooks as well as assessment and evaluation of teaching and learning process. The ministry of education with rare consultation of practicing teachers designs the teaching materials and textbooks used in secondary schools. The status of teachers is, thus, restricted to textbook implementers prescribed by other educational experts or consultants.

Therefore, the present research felt that English teachers, especially in secondary schools, are given little attention to their opinions, assumptions, beliefs and philosophies of teaching and learning that plays significant role on their classroom behaviors (Clark & Peterson, 1896; Woods, 1996; William and Burden, 1997, Borg, 2003). Thus, investigating teachers’ pedagogical beliefs and practices could pave the way for effective intervention in improving quality of English language education. In the following section, detailed discussion of statement of the problem focusing on specific research works of international and local on teachers’ beliefs and classroom practices are presented before moving on to the research objectives and questions.

1. 6 Statement of the Problem

As discussed in section 1.2, teachers' cognition has been recognized as one of the major sources of teaching reforms for education quality improvement in mainstream education in general and in second/foreign language education in particular. That is, the teachers' beliefs and conceptions about the teaching and learning process has been taken as an input for formulating and revising curriculum for effective teaching and learning process. Thus, a number of studies in different corners of the world have attempted to investigate and analyze the impact of second/foreign language teachers' pedagogical beliefs on classroom teaching.

For instance, Nae-Dong (2000) in Taiwan conducted a survey on pre-service English language teachers' beliefs about teaching and learning. Using Horwitz's (1987) Beliefs About Foreign Language Learning Inventory (BFLLI) and literature reviews on child development, Dong developed questionnaires with thematic categories like child development; teaching English to children; teaching strategies and techniques; and nature of language learning, and self-efficacy and expectations. The study also involved 68 elementary English language teachers. The findings revealed, firstly, most teachers' in the study share the idea of child development (e.g., children's first language development is related to their second language learning); even they feel that the younger is the better in learning a language. The teachers also indicate their support to the idea of exposing students to language practices that are beyond their level of proficiency. Furthermore, most of the teachers recognize the role of teaching foreign culture in facilitating students' language learning. The study also reveals some insights about the participants' motivation and positive thinking towards the language teaching profession. The most significant result of the study is that most teachers' beliefs about the teaching and learning process are developed from their own prior learning experiences.

Akbulut (2004), in Turkey, also explored 13 novice English Language Teaching (ELT) teachers' classroom application of their knowledge and beliefs. The researcher used Johnson's (1992) beliefs inventory, and the semi-structured interviews. The study indicates

that most of the teachers, in the study, tend to favor more of a function-based language teaching than a skill-based teaching. Nevertheless, the teachers cannot realize their beliefs of language teaching and learning in their classrooms. Instead, they are primarily concerned with managing students' classroom disciplines, covering teaching materials and preparing students for exams. On the other hand, a case study (Borg, 2005) in Northumbria University (UK) discloses the development of one trainee's pedagogical thinking in a course, Certificate in English Language Teaching to Adults (CELTA). The study mainly focuses on exploring the trainee's beliefs about teachers and teaching, language learning and learning to teach. At the end of the CELTA course, the trainee reveals more conceptions about the nature of language teaching and learning. For example, the trainee acknowledges the importance of teaching grammar based on students' interest and classroom contexts, and the need for modifying prescriptive teaching materials. However, because of prior learning experience, the case in the study shows some kind of resistance.

Another study in Nicaraguan (Central America) EFL context, Chavez (2006) investigated 15 in-service teachers' knowledge, beliefs and perceptions of the EFL teaching and learning process and the influence these elements exert on the teachers' performance and behavior in the classroom. This ethnographic-based study mainly addresses major pedagogical themes: teachers' instructional context, sources of teachers' beliefs, teachers' approaches to lesson planning, and nature of teaching and learning process. The results indicate that most of the participant teachers are faced with difficulties related to contextual factors (e.g., unsuitability of the instructional materials, lack of formal and consistent national program for EFL teaching process). Most of the teachers are even unable to explain the teaching philosophies and principles underlying their classroom practices. (e.g., they do not have considerable awareness about the nature of language learning, the role of the mother tongue vs. the role of the target language, the goal of language learning, etc.). Moreover, Chavez's study reveals different sources of teachers' beliefs like the culture of the institution, the instructional processes, and the experience of teachers of what works best (classroom routines). The teachers' approaches to lesson planning also reflect their own perceptions. That is, most of the teachers prepare their own lesson plan without the guidance of the school. With regard to the teaching and learning processes, the study further reveals that

most teachers do not demonstrate their professional skills in their teaching (e.g., in terms of appropriate use of teaching techniques, range and variety of activities, use of instructional materials and integration of real and authentic materials).

An extended survey by Richards, Gallo and Renandya (1999) also attempted to assess the teachers' beliefs and processes of change in Singapore. The study mainly focuses on the teachers' beliefs, the changes teachers reported in their approach to teaching and the sources teachers reported for those changes. One hundred and twelve second language teachers (from countries like Singapore, Thailand, other South East Asian countries and Australia) were involved in the study. In order to address the beliefs, changes and sources of change in the participants' language teaching and learning beliefs, the study developed a questionnaire with three major sections. These are beliefs about language teaching and learning (e.g., beliefs about learners, role of grammar and grammar teaching and teacher characteristics), changes in approach to language teaching (e.g., learner-centeredness, basic teaching philosophy, materials and resources), and sources of change (e.g., attending in-service courses, self-discovery and collaboration with colleagues).

The results of the study indicate that the majority of the teachers' beliefs emphasize the role of grammar in language teaching and ways of teaching grammar in classrooms. For example, most of the teachers acknowledged the importance of grammar in communication and comprehension, and they suggest the need for teaching grammar at early stages of language learning. With regard to change of beliefs, considerably more teachers' beliefs tend to be learner-centered (i.e., more focused on students' purposes for learning, more closely related to students' interests and daily lives, and more individualized). The participants also disclose three major sources of change in their beliefs such as in-service courses, seminars/conferences and students' feedback.

Despite the prevailing dominance of research on language teachers' cognition, studies in developing nations like Ethiopia tend to give little attention to the role of teachers' cognition in language education. Even, in the process of curriculum revisions, the teachers' role in providing their experience-based pedagogical assumptions, beliefs, and knowledge tends to

be minimal. Most research works in the country seem to focus on finding some forms of correlations between what teachers do in the classroom and what students learn from it. In other words, the existing local investigations of language pedagogy seem to reflect a process-product research approach. They attempt to investigate and characterize observable teachers' behaviors and the corresponding learning outcomes. Generally, significant attention has not been given to the teachers' pedagogical beliefs not only in curriculum revisions but also in research works.

Nevertheless, a few attempts are made to investigate attitudes, perceptions, beliefs and related psychological constructs of language teachers in the process of teaching and learning. For example, Beyene (2008) attempted to assess perceptions of both teachers and students about Communicative Language Teaching (CLT) at the high school level. The study used a questionnaire, interviews and classroom observation for collecting data from 26 randomly selected English language teachers and 47 students in Addis Ababa. The results indicate that most of the teachers have a reasonable degree of awareness about CLT even though they do not employ the CLT in their classroom instructions. The study also reveals the mismatch of CLT conceptions between students and teachers.

Similarly, Lakachew(2003) investigates 80 English language teachers' attitudes towards CLT and their classroom implementation at ten government high schools around Bahir Dar. The researcher used questionnaires, classroom observation and interviews. The study shows results similar to Beyene's findings. For instance, most of the teachers reflect positive attitudes towards CLT, but they cannot realize it in their classroom teaching because of contextual factors (administration problem, lack of teaching materials, time constraint, mode of assessments, etc). Yemane's (2007) MA thesis also addresses the EFL teachers' perception and practices of CLT at secondary schools. Using questionnaire, interviews and classroom observation for collecting data, the study reveals major findings. The teachers, in the study, think that they are well aware of CLT and try to employ it in their classroom instructions. However, the observed classroom instructions do not reflect communicative activities. Teacher led and textbook-based activities seem to dominate their actual classroom instructions.

Generally, studies on language teachers' cognition have succeeded in examining the unobservable teachers' mental lives, and generating invaluable information about the mental constructs (such as beliefs, knowledge, and assumptions) that teachers' developed in their experience of teaching and learning. However, most studies have been conducted in the developed and/or fast growing nations like Australia, Turkey and Singapore. Borg (2006) notes, several research works have attempted to investigate only teachers' cognition (e.g., beliefs, assumptions, attitudes, knowledge etc.) without referring to their practices or the contextual factors. Besides, despite a few local research attempts, the researcher felt that there is still a strong research need in English language teachers' pedagogical beliefs for better understanding of the existing language teaching and learning process in Ethiopia. Therefore, this study addresses secondary schools EFL teachers' pedagogical beliefs and classroom practices.

1. 7 The Objectives of the Study

There were general and specific objectives for this study.

1.7.1 General Objectives

This study investigated pedagogical beliefs secondary school EFL teachers held and instructional practices they conducted in classrooms. The study also sought to know the contextual factors affecting the teachers' classroom practices.

1.7.2 Specific Objectives

This study wanted to:

- 1.7.2.1 Know conceptions secondary school EFL teachers hold about the English teaching profession

- 1.7.2.2 Investigate beliefs secondary school EFL teachers hold about English language teaching and learning
- 1.7.2.3 Describe instructions secondary school EFL teachers conducted in their classrooms
- 1.7.2.4 Examine whether or not secondary school EFL teachers employ their conceptions of teaching and learning in classroom instructions
- 1.7.2.5 Identify contextual factors affecting secondary school EFL teachers' classroom practices

1.7.3 The Research Questions

In order to address the specific objectives given above, this study posed the following research questions.

- 1.7.3.1 How do secondary school EFL teachers perceive the English teaching profession?
- 1.7.3.2 What beliefs secondary school EFL teachers hold about English teaching and learning? (or What pedagogical orientation (communicative or traditional) do they obsess with?)
- 1.7.3.3 How do secondary school EFL teachers conduct classroom instructions?
- 1.7.3.4 Do they apply their conceptions of teaching and learning in classroom instructions?
- 1.7.3.5 What are the major contextual factors affecting secondary school EFL teachers' classroom practices?

1. 8 Significance of the Study

The results of this study are hoped to provide different people with useful information about secondary school English teachers' pedagogical beliefs and classroom practices. For instance, with the potential effect of the study results on policy makers, language teachers could be given some rooms to entertain their views and opinions in the process of curriculum revisions and related material development. Curriculum designers and supervisors could have feedback on secondary school English teaching in practical and

opinionated forms. That is, individuals outside school contexts, but they are the stakeholders could have adequate information on teachers' conceptions and actual practices of English language pedagogy; this could create more collaboration and involvement in improving ELT at schools, colleges and universities at large.

Moreover, researchers interested in teachers' pedagogical conceptions and related issues could use the results of this research as a stepping-stone for further study. Even this study could contribute something relatively new to the already established research interest, language teachers' cognition, in terms of variation in the research context. That is, the results of the study could provide individuals, especially in the area of teachers' cognition research, with information about teachers' pedagogical beliefs and classroom practices at secondary schools where there are large classes of fifty to fifty-five students, and a centrally produced textbooks and materials used in classroom instructions.

1. 9 Scope of the Study

This study is mainly concerned with only understanding what pedagogical beliefs secondary school EFL teachers hold and how these beliefs affect their classroom practices. Exploring sources of their pedagogical beliefs and change of belief systems were left to future researchers. This study also focused on only English teachers, while there could be interaction with other members of the school (like directors, supervisors, and other subject teachers) on the nature of teaching and learning going on the school. Moreover, resource constraints also forced this study to consider only EFL teachers of secondary schools (to the exclusion of primary or college teachers). In fact, the researcher believed that an in depth investigation of teachers' pedagogical beliefs and classroom practices was made because of the specific study focus and limited number of research participants.

1.10 Limitation of the Study

This study results were basically depending on the assumption that the secondary school EFL teachers could be cooperative and expressive enough to reveal their beliefs about

English teaching and learning and other areas of the research concern. However, if the teachers were not open enough in discussing about their work, and they were incapable in describing their professional experience and beliefs, the validity of the study would be questionable unless those problems were not addressed properly. In fact, significant sensitivity and care were made to minimize these problems of access and misunderstanding. Especially the study tried to address these problems by using triangulated inquiries and creating relaxed environment as much as possible for participant teachers in interviews during data collection.

1.11 Definition of Key Terms

Approach, Method, Technique, Design and Procedure (in Second/Foreign Language Teaching): different writers used different terms to refer to ‘teaching method’ that is used as an umbrella term for the different activities going on in language teaching. For example, Cook (2001) uses teaching ‘style’ and ‘technique’. Teaching style refers to a series of teaching techniques which are assumed to have similar understanding on the goal of language teaching, the nature of language and the nature of language learning (like the communicative style, audiolingual style, academic style, etc). Teaching technique, on the other hand, refers to ‘the actual point of contact with the students’. That is, a technique represents a ‘label’ for what we do as teachers (e.g., structure drill, dictation, information-gap exercises, etc). Besides, Freeman (1986) refers to ‘principles’ and ‘techniques’. Principle considers the theoretical assumptions of a certain teaching method (like grammar translation) in relation to the teaching process, the learning process, the target language/culture, the teacher and the learner; whereas, ‘technique’ refers to activities and procedures that reflect application of principles of a certain language teaching method. Richards and Rodgers (2001) prefer to use ‘approach’, ‘design’ and ‘procedure’ in that approach is related through design to procedure. That is, these three terms are used to label interrelated elements of a framework upon which language teaching practices are founded.

Accordingly, ‘approach’ defines those assumptions, beliefs and theories about the nature of language and the nature of language learning which signify the theoretical assumptions

behind what language teachers do with learners in classrooms. The second level, ‘design’ identifies the relationship of theories of the nature of language and language learning to both the type and function of teaching materials and activities in teaching contexts. The third level, ‘procedure’ encompasses classroom techniques and practices directed by particular approaches and designs.

Generally, different terms have been used by different writers in the language pedagogy in order to develop a coherent and comprehensive principle or theory of language teaching that provides teachers with both theoretical and practical guidance of their classroom teaching. In fact, no matter how varied in their use of terms, almost all scholars attempt to address basic questions of the ‘what’ and ‘how’ of language teaching and learning. Thus, this study shares similar understanding on the nature of each term discussed above.

Communicative oriented pedagogy: communicative oriented pedagogy refers to a language teaching that gives more emphasis on helping students use the language for communication. In this study, Communicative oriented pedagogy is the same as communicative language teaching or student-centered instruction that views students’ “language learning results from meaningful interaction and not from controlled practices” (Richards, 2008: 34). That is, the focus of the instruction in communicative language teaching is using the language for communication where opportunities are there for students to use the language in their classroom interaction. Here, typical classroom activities include group work, pair work and role plays.

Contextual factors: contextual factors refer to “the social, psychological and environmental realities of the school” (Borg, 2003). That is, contextual factors reflect the teaching contexts under which teachers are working and they exert impact on classroom instructions. These factors include society, school, school policies and programs, classroom and school layout, teaching materials and resources and other related issues. The conception of contextual factors considered in this study is, thus, more or less similar to the given definition.

More specifically, in this study, major dimensions of language teaching contexts or contextual factors are considered - student factor, teacher factor, resource factor and program and management factor.

Grammar oriented pedagogy: it is also called traditional pedagogy and refers to the teaching of a language that focuses on “mastery of different items of grammar and practice through controlled activities such as memorization of dialogs and drills” (Richards, 2008:4). As Harmer (2005) notes, a typical lesson format in traditional methodologies is the three ‘P’s i.e. Presentation, Practices and Production. The teacher presents a language item; he/she makes students practice it and gets them produce the language. This form of instruction is also called teacher-centered where the teacher performs most of the classroom interactions, activities and tasks. In these traditional approaches to language teaching, language learning is meant “building up a large repertoire of sentences and grammatical patterns and learning to produce these accurately and quickly in the appropriate situation” (Richards, 2008: 6).

This study shares the above explanations of traditional pedagogy. That is, traditional pedagogy, teacher-centered instruction and grammar oriented instruction reflect almost similar pedagogical features; i.e. the teaching and learning of a language emphasizing on grammatical rules and much of the classroom communications are dominated by teacher explanations, pattern drills, choral repetitions and related activities. Thus, this study uses traditional pedagogy, grammar oriented pedagogy and teacher-centered instruction synonymously.

Teacher cognition: according to Richards, teacher cognition in second/foreign language education refers to:

“the mental lives of teachers, how these are formed, what they consist of, and how teachers’ beliefs, thoughts and thinking processes shape their understanding of teaching and their classroom practices”. (2008:166)

In other words, teacher cognition considers perceptions, conceptions, feelings and emotions that teachers develop toward their professional duties and practices. Teacher cognition also

concerns the interdependence between the teachers' psychological variables and their classroom behaviors. As detailed discussion is given in the literature part of this study (See sec. 2.2), teacher cognition (Borg, 2006) encompasses beliefs, knowledge, assumptions and conceptions of pedagogic incidents and issues (e.g., teaching, learning, instructional activities, teachers, students, materials, etc.). In other words, teacher cognition in second/foreign language education context refers to conceptions, understandings and beliefs about the different aspects of teaching and learning of a language.

Based on the definition above, a variety of teachers' psychological constructs like conception, understanding, assumptions and beliefs are subsumed under teacher cognition. Thus, in this study teachers' pedagogical beliefs can be incorporated as a sub component of teachers' cognition, but related terms like teachers' 'perceptions' and 'conceptions' could be considered as teachers' beliefs.

More specifically, teachers' pedagogical beliefs in this study could mean perceptions, assumptions, conceptions and views teachers hold about the English teaching profession, the nature of English teaching and learning and factors related to their classroom teaching.

The presentation, monitoring and discussion - phases of a lesson that emerge from observed classroom instructions. These three words, presentation, monitoring and discussion are commonly used in discourses of classroom instructions. However, they may deserve specific definitions as they are used in this study.

Presentation: literally refers to the act of showing something or of giving something to somebody (Oxford Advanced Learner's Dictionary, 2010). In language teaching, presentation is considered as one of the three 'P's (PPP) lesson procedure where the teacher introduce a context and a new language item to students (Harmer, 2005). Thus, in this study presentation refers to the teachers' act of introducing the lesson topic or activities and exercises usually taken from students' textbooks.

Monitoring: generally refers to watching for proper conduct. That is, supervising somebody or something, especially in order to ensure that good order or proper conduct is maintained (Microsoft Encarta, 2009). Similarly, monitoring in this study is used to show the teachers' act of making supervision by usually moving around the class.

Discussion: generally refers to a talk between two or more individuals about a subject, usually to exchange ideas or to reach a conclusion (Microsoft Encarta, 2009). Thus, discussion in this study is used to refer to the teachers' interaction in the classroom with students on mainly working out textbook activities and exercises.

Therefore, the lesson presentation, monitoring and discussion, in this study, refers to the teachers' ways of introducing their lesson topic or particular textbook exercise to students, supervising students involvement in the given exercise and ways of the teachers' interaction with students in the process of conducting a particular lesson.

1.12 Organization of the Thesis

This thesis has three major sections. The first section is introduction. It sets out the origin and development of the problem, pedagogical beliefs and practices. Besides, there is a brief description of the research setting that comprises the Ethiopian education system, the roles of English and its education as well as the status of English teachers at secondary schools. Moreover, statement of the problem, general and specific objectives and other related issues including the scope and limitation of the study are discussed before moving on to the review of related literature. The second section presents the research methodology of the study. It describes the research participants, instruments and procedures of data collection and analysis. The third and last section is the research findings. In this section, there are detailed analysis and discussion of quantitative and qualitative data collected using questionnaire,

interviews, classroom observation and lesson plans. Based on the findings discussed, conclusions and recommendations were made.

CHAPTER TWO

A REVIEW OF RELATED LITERATURE

2.1 An Overview of Approaches and Methods to Second/Foreign Language Teaching

In the course of developing and implementing language pedagogy, experts use a variety of approaches and methods to second/foreign language teaching that guide them mainly in formulating and developing language learning objectives, learning and teaching activities, instructional roles of teachers and students, and procedures of classroom instructions. Richards and Rodgers (2001) adequately discusses several second language teaching approaches and methods. Thus, as a background information for this research concerns (pedagogical beliefs and practices), an overview of popular teaching methods are given.

2.1.1 Grammar Translation Method

The Grammar translation method is considered as the earliest language teaching method and is also called a classical method. It is also considered as a method with no theory that attempts to relate issues of linguistics and psychology. The grammar translation method was dominantly used in the teaching of foreign languages from 1840s to the 1940s, and continues to be commonly applied in some parts of the world today (Richards and Rodgers, 2001).

In its early stage of grammar translation, the main purpose of teaching foreign languages like Greek and Latin was to help students read literary texts and to develop students' mind through tedious experience of memorizing endless lists of grammar rules and vocabulary. Students are mainly expected to acquire grammar, reading, vocabulary and translation skills necessary to pass any one of a variety of mandatory written tests required at high schools or higher levels.

Richards and Rodgers noted some major features of grammar translation method. For instance, the goal of learning the language is to read its literature and get intellectual development that resulted from the experience of learning the language. Reading and writing are also the main areas of focus in the language instruction; there are almost no attempt of teaching listening and speaking. Besides, much of the instructional practice is translating sentences into and out of the target language, and the sentence is the basic unit of the language to practice. Even, accuracy is the main area of emphasis (e.g., students are expected to achieve the required accuracy in translating written texts), and grammar is instructed deductively (by presenting grammar rules first and then practicing it in translation exercises).

Despite its popularity in the early nineteenth century, the grammar translation method began to be questioned in terms of students' success in using the language. Then language teaching specialists attempted to develop other approaches/methods of language teaching that they think could minimize the weaknesses of grammar translation.

2.1.2 Audiolingual Method

Audiolingual method of teaching foreign languages became one of the commonly used pedagogy that threatened the effectiveness of grammar translation in helping students communicate with the target language. Proponents of audiolingualism believed that a language teaching method must be developed based on theories of the nature of language and the nature of human learning (Rivers, 1964, cited in Richards and Rodgers, 2001). As result, the structural linguist theorists and behavioral psychologists attempted to invest their expertise in developing the Audiolingual method. Accordingly, speech was considered as the primary feature of a language, and Brooks (1964) as cited in Richards and Rodgers (2001:55) argued that we need to learn to speak before we learn to read or write. Moulton (1961) in the same book, also noted that language teaching methodology must be developed based on the conception of language as a speech, and so teach the language, speech not about the language. The method also drawn principles of language learning from behavioral psychology, and shaped its pedagogical practices based on four conceptions of language

learning. First, language learning is fundamentally a process of habit formation. Second, language skills could be learnt effectively through practicing spoken language before its written form. Third, analogy is more effective language learning process than analysis of language, and there must be an inductive presentation and practice of grammar items. Fourth, learning meanings of words must be based on contexts rather than in isolation (Rivers, 1964).

While the main purpose of teaching a foreign language in audiolingual method is to develop learners' communicative competence, more emphasis is given to extensive oral instruction and little provision for grammar explanation. Richards and Rodgers (2001) presented prominent classroom procedures used in audiolingual method. First, Students are first exposed with a model dialogue with the key structures (the focus of lesson) either read by a teacher or on tape. They repeat the dialogue individually and in chorus, while teacher pays attention to pronunciation, intonation. Correction of mistakes in pronunciation or grammar is immediate and direct. Students do not check textbook throughout this phase. Secondly, the dialogue is modified based on students' interest by replacing key words or phrases. Then students are made act out the given dialogue. Thirdly, a few key structures from the dialogue are chosen for pattern drills of different kinds. They are first practiced in chorus and then individually. The teacher may give minor explanations about the grammatical structure. Fourthly, based on the introduced dialogue, students may try to write, read and work on vocabulary exercises by the help of the textbook. At the beginning, writing is done in the form of little more than copying out sentences that have been practiced. As they increase their proficiency, students may write out variations of structural items they practiced or develop short compositions with in controlled writing practices in terms of topic and key ideas. Lastly, follow up activities may be carried out in language laboratory for further drilling and pattern practices.

Harmer (2005) also describes the teaching procedures of audiolingualism in the form of 'PPP', which stands for Presentation, Practice, and Production. That is, the teacher introduces a situation that contains the language to be taught. The language is then presented. The students now practice the language by using accurate reproduction

techniques such as choral repetition (where students repeat a word, phrase, or sentence all together with the teacher), individual repetition, and cue-response drills(where the teacher gives a cue, nominates a student by name or pointing, and the student makes the desired response). Later, the students, using the new language, produce sentences of their own, and this is referred to as Production.

Within such classroom procedures, however, the audioligual method could not satisfy practitioners. They found that the practical results did not meet their expectations. Students were unable to make use of their learning experiences through audiolingualism at the time of real communication, even most students found learning through audiolingualim as boring and unsatisfying. Thus, with its such considerable degree of pedagogical failure and the development of new approaches of linguistics and psychology such as Chomsky's transformational grammar and cognitive code theory forced to get into another language teaching methodology (Carroll, 1966a) quoted in (Richards and Rodgers, 2001).

2.1.3 The Natural Approach

Krashen and Terrell (1983) developed the natural approach in the early eighties, based on Krashen's theories about second language acquisition. The approach advocates the need for silent period and lets learners' speech emerge at its own pace, and makes learners as relaxed as possible during the learning process. Meaning is considered as the essence of language, and vocabulary (not grammar) is the heart of language. Pedagogical design and procedures of the natural approach is based on the Krashen's theory of second language acquisition that comprises five hypothesis, and a brief presentation of these hypothesizes is given in Richards and Rodgers (2001).

The acquisition/learning hypothesis – claims two ways of developing competence in a second or foreign language. These are acquisition and learning. Acquisition refers to an unconscious process that involves the naturalistic development of language proficiency through understanding language and through using language for communication. Whereas,

learning refers to a conscious process in which rules about a language are developed. Thus, formal teaching is necessary for facilitating learning but learning cannot lead to acquisition.

The monitor hypothesis – claims that we may use learned knowledge of the language rules to correct ourselves when we communicate, but that conscious learning has only this function. There are also three conditions for the successful use the monitor: *time* – there must be sufficient time for a learner to choose and apply a learned rule; *focus on form* – the language user should be focus on correctness or on the form of the output; and *knowledge of rules* – the learner/performer of the monitor must know the rules.

The natural order hypothesis – states the acquisition of grammatical structures proceeds in a predictable order. That is, research shows that certain grammatical structures or morphemes are acquired before others in first language acquisition of English, and a similar natural order is found in second language acquisition.

The input hypothesis – attempts to explain the relationship between language input/exposure to the target language and acquisition. The hypothesis concerns four issues. First, the hypothesis relates to acquisition not to learning. Second, people acquire language best by understanding input that is slightly beyond their level of language command. Third, the ability to speak fluently cannot be taught directly, it rather emerges independently through time, after the acquirer has developed language command by understanding input. Fourth, the hypothesis considers comprehensible input (that refers to utterances, understandable by the learners through contextual and linguistic clues).

The affective filter hypothesis – concerns the role of learner's emotional state or attitudes as an adjustable filter. The hypothesis is built on research in second language acquisition, which has indentified three types of affective variables related to second language acquisition. These are motivation, self-confidence and anxiety. Motivation – learners with high motivation generally do better. Self-confidence – learners with self-confidence and a good self image seem to be more successful. Anxiety – low personal anxiety and low classroom anxiety are more conducive to second language acquisition. In short, the affect

filter hypothesis states that learners with a low affective filter seek and receive more input, interact with confidence, and are more receptive to the input they receive. The reverse happens to learners with a high affective filter.

These five hypotheses have the following significant implications for language teaching. First, as much comprehensible input as possible should be presented to students. Secondly, Comprehension is important and visual aids are useful, as is exposure to a wide range of vocabulary rather than study of grammatical structure. Thirdly, the focus in the classroom should be on listening and reading and speaking should be allowed to emerge. Lastly, Student work should be based on meaning communication rather than on form, and input should be interesting and so contribute to a relaxed classroom atmosphere.

According to Richards and Rodgers (2001), the natural approach does not have its own specific teaching methodology; it rather adopts techniques and activities freely from various method sources.

Krashen's hypothesis and the Natural Approach have received plenty of criticism, particularly directed to the recommendation of a silent period that is terminated when students feel ready to emerge into oral production, and the idea of comprehensible input. Critics point out that learners will produce their speech at different times (or perhaps not at all!) and it is hard to determine which forms of language input will be "comprehensible" to the students. These factors can create a classroom that is essentially very difficult to manage unless the teacher is highly skilled. Still, this was the first attempt at creating an expansive and overall "approach" rather than a specific "method", and the Natural Approach led naturally into the generally accepted norm for effective language teaching - Communicative Language Teaching (Ibid).

2.1.4 The Lexical Approach

The lexical approach in language teaching was developed based on the beliefs that the essential factors of language learning and communication are not grammar, functions and notions, but lexis (words or word combinations) (Richards and Rodgers, 2001). In this approach to language teaching, lexical units and vocabulary are proposed as essential elements for developing second language command or communication. Pawley and Syder (1983) in (Richards and Rodgers, 2001:133) state that “multiword units functioning as “chunks” or memorized patterns form a high proportion of the fluent stretches of speech heard in every day conversation”. That is, students’ communication is largely determined by words or vocabulary that students need to memorize or acquire through intensive study.

Lewis (2000) cited in (Richards and Rodgers, 2001: 134) commented the lexical approach that it has no coherent learning theory; and the author attempted to produce some underlying assumptions about learning in the lexical approach. Firstly, encountering new learning items on several occasions is a necessary but not a sufficient condition for learning to occur. Secondly, noticing lexical chunks or collocations is necessary but not a sufficient condition for ‘input’ to become ‘intake’ i.e. ready to be utilized by the learner. Thirdly, noticing similarities, differences, restrictions, and examples contributes to turning input into intake, although formal description of rules probably does not help. Fourthly, acquisition is based not on the application of formal rules but on an accumulation of examples from which learners make provisional generalizations. Language production is the product of previously met examples, not formal rules. Finally, no linear syllabus (a syllabus based on a series or sequence of linguistic elements and classroom procedures) can adequately reflect the nonlinear nature of acquisition.

In the lexically based language teaching, a variety of classroom procedures could be used depending on the type of materials and resources for teaching. However, as Richards and Rodgers (2001) noted, the learner should take on the role of ‘discourse analyst’, with the discourse being organized texts or data. That is, classroom procedures in the lexical

approach usually provide tasks and activities that draw learners' attention to lexical collocations and enforce retention and utilization of collocations and/or words.

Richards and Rodgers (2001) noted that although Lewis and others coined 'lexical approach' to describe their pedagogic proposals in terms of lexis-based approach to language teaching, their teaching proposals lack the full characterization of an approach or method. It mainly concerns to display how a lexically based theory of language and language learning can be applied at the levels of syllabus design and classroom procedure in language teaching. In other words, the lexical approach does not have a detailed account of pedagogical procedures that require teachers to follow in their classroom teaching; it rather presents its concern on the significant role of lexis for the learners' communication competence.

2.1.5 Communicative Language Teaching

Communicative Language Teaching (CLT) or communicative approach is one of the commonly used language teaching methodologies and it mainly concerns "not only a re-examination of what aspects of language to teach, but also a shift in emphasis in how to teach" (Harmer, 2005). Communicative approach is said to be a reaction to pedagogical failure of the previous methods in enabling language learners use the target language for communication. CLT, thus sets up its goal of teaching a second language as helping learners develop their communicative competence. Achieving communicative competence also demands learners use some sort of strategies which can be reinforced through teachers' methodology. Communicative approach basically provides teachers with pedagogic principles that emphasize the "functional and communicative potential of language" in which students and teachers are supposed to work on (Richards and Rodgers, 2001:153). In other words, CLT focuses on developing students' communication proficiency rather than a mere mastery of grammatical structures by involving them in tasks and activities with real communication purposes or simulated activities.

In communicative approach language is viewed as nothing but a means for communicating meanings and messages. Students are supposed to develop their communicative competence for using the language in their time of interaction. According to Hyme (1972: 281) as quoted in Richards and Rodgers (2001:159), a student who develops his/her, communicative competence has both knowledge and ability for language use with respect to a few points. First, he/she knows whether (and to what degree) something is formally possible. Second, he/she understands whether (and to what degree) something is feasible in relation to the available resources. Third, he/she knows whether (and to what degree) something is appropriate (adequate, happy, successful) based on the existing context; and whether (and to what degree) something is in fact done, actually performed and what its doing entails.

Canale and Swain (1980) also presented four dimensions of communicative competence: grammatical competence, sociolinguistics competence, discourse competence and strategic competence. Grammatical competence refers to acquiring the domain of grammatical and lexical elements of the language. Sociolinguistic competence refers to an understanding of the social context in which communication takes place. Discourse competence also refers to the students' capacity to interpret individual messages elements based on their connectedness and overall conception of meaning from the entire discourse or text. Strategic competence, on the other hand, considers students' coping strategies to initiate, terminate, maintain and redirect communication. Thus in order to help students develop their communication competence, a variety of learning activities that reinforce communication is supposed to be used in language classroom.

However, in CLT, there is no explicit discussion of learning theory from which its learning tasks and activities have been developed and organized, despite that fact underlying learning theory can be implied from CLT practices. Thus, there are some assumptions derived from the CLT pedagogic practices. Firstly, the communication principle that claims learning can be facilitated when students' involve in activities with real communication purposes. Secondly, the task principle that assumes meaningful tasks to be performed by students could promote learning. Thirdly, the meaningfulness principle that states language that is meaningful to the learner facilitates learning (Richards and Rodgers (2001). Savignon (1983)

also considered the second language acquisition research as a source for learning theories since the author noted that CLT gives attention to the role of linguistic, social, cognitive, and individual variables for language acquisition. Savignon even states that Krashen's language acquisition theory (e.g., theory of comprehensible input hypothesis stated above) is compatible with the principles of CLT.

Therefore, in one way or the other, communicative language teaching has been developed from various assumptions of language functions and process of communication as well as different perspectives of theory of learning. Thus, O'Neill (2000) states five fundamental propositions that laid foundation for CLT. First, language is primarily a tool of communication. Learning a language means learning to perform communicative speech acts with it. Second, there is something called a "communicative syllabus" which replaces and is superior to a structural syllabus". Third, communicative goals can be specified. We can accurately describe what learners should have learned and be able to do with language at the end of the lesson. Fourth, good communicative teaching is learner-centered, not teacher-centered. Fifth, what matters most is not whether learners learn to use the language accurately, but what is that they learn to get their message across. Savignon (1983) in Richards and Rodgers (2001:170) also describes techniques and procedures used in a number of CLT classrooms such as group activities, language games and role-plays.

2.1.6 Theoretical Orientations about the Nature of Language and Language Learning

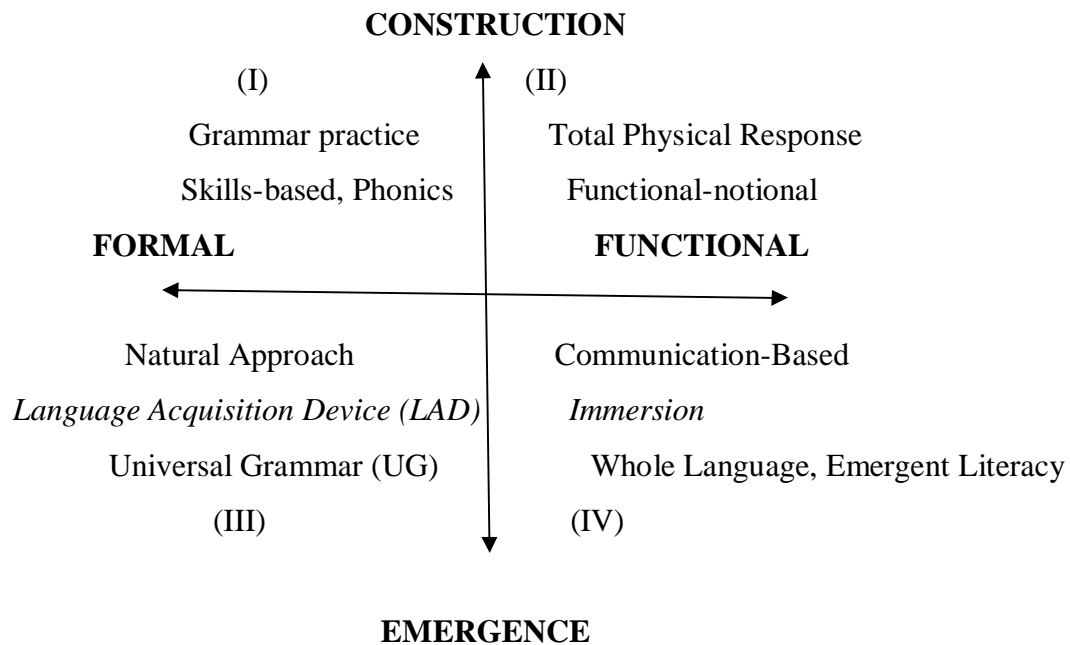
In the preceding sections, we discussed the different approaches and methods to second/foreign language teaching. However, a bit deeper explanation about the nature of language and language learning underlying each approach and method was given in Mellow (2002). The author developed a two dimensional model of approaches to language teaching. The dimensions of the model correspond to two basic theoretical assumptions underlying any approaches to language teaching. The first dimension refers to the assumption that an approach makes about the nature of language (*form* and *function*), and the second dimension

considers the assumption that an approach makes about the nature of language learning (*construction and emergence*).

With regard to the first dimension, a dichotomy between *form* and functions, Mellow refers some approaches that mainly consider language as a structural system composed of forms like sounds, morphemes, words and sentences. In contrast, there are approaches that largely focus on language as a means of expressing ideas/functions (e.g., requests, commands, apologies, questions, politeness, respect, etc.). In the second dimension, a dichotomy between construction and emergence, some approaches largely assume language learning as a process of active construction by the learner. That is, language learning is believed to be the result of learner's cognitive processing of input (both written and spoken) and output (both in written and in speech). Such input and output practices are assumed to help the learner for automatization or internalization of sounds, words, and form-meaning patterns (Ellis, 1999 and McLaughlin, 1990 as cited in Mellow, 2002). As opposed to the assumption of construction, other teaching approaches largely conceive of language learning as a process of emergence. That is, basic aspects of language learning are believed to result from innate cognitive capacities of the learner, and language emerges because of communicative language input (Krashen, 1982, 1985 and Chomsky, 1986; cited in Mellow, 2002).

Generally, in order to analyze language teaching approaches, Mellow used assumptions of the nature of language and language learning. The author, then, identify two pairs of contrasting views on the 'what of language' (form/function) and 'how of language learning' (construction/emergence). Thus, within such a two-dimensional model of approaches to language teaching Mellow (2002:104) developed four quadrants, and within each quadrant different approaches and methods to language teaching are placed.

Figure 2.1: Four quadrants within a two-dimensional model of approaches to language teaching



As shown in Figure 1, the four sections or quadrants of this framework of approaches to language teaching are: (I) formal-construction, (II) functional-construction, (III) formal-emergence, and (IV) functional-emergence. Thus language teaching approaches and methods discussed, so far, have been placed into the four quadrants, based on the degree to which each adopts specific assumptions about the nature of language and language learning.

Similarly, based on the basic assumptions about what language is and how language is learned and taught, different approaches and methods to language teaching could also be categorized into two dimensions of instruction: grammar oriented and communicative oriented. As Richards and Rodgers (2001) and Harmer (2005) note, grammar based instruction is mainly observed in traditional methodologies (e.g., grammar translation and audiolingualism) that were dominant before the introduction of communication based approaches and methods of language teaching (e.g., the natural approach and communicative language teaching). In contrast with communicative oriented instruction, grammar oriented instruction encompasses teacher dominating activities and it is called

teacher-centered instruction. Whereas, communicative oriented instruction emphasizes on active involvement of students in the instructional process and thus it is also called learner-centered instruction. Some major instructional differences between teacher-centered and student-centered are given below (*Alatis, 2003*).

Differences between Teacher-centered and Learner-centered Instruction

Teacher-centered

learner-centered

Focus is on instructor

Focus is on both students and teacher

Focus is on language forms and structures

Focus is on language use in typical situations

(what the instructor knows about the language)

(how students will use the language)

Teacher talks; students listen

Teacher models; students interact with teacher and one another

Students work alone

Students work in pairs, in groups, or alone depending on the purpose of the activity

Teacher monitors and corrects every student utterance

Students talk without constant teacher monitoring;

Teacher answers students' questions when questions arise

Teacher provides feedback/correction about language

Using teacher as an information resource

Students answer each other's questions,

Teacher chooses topics

Students have some choice of topics

Teacher evaluates student learning

Students evaluate their own learning; teacher also evaluates

Classroom is quiet

Classroom is often noisy and busy

The aforementioned approaches and methods of language teaching were developed with the assumption that the quality of language teaching will improve if teachers employ the best

available approaches and methods. Richards and Rodgers spell out basic explanations behind the proliferation of approaches and methods in language teaching as follows:

The different teaching approaches and methods that have emerged in the last 60 or so years, while often having very different characteristics in terms of goals, assumptions about how a second language is learned, preferred teaching techniques, have in common the beliefs that if language learning is to be improved, it will come about through changes and improvements in teaching methodology. (2001:16)

In other words, the teachers' effectiveness in enhancing students' learning lies on employing 'effective' language teaching approaches and methods developed by pedagogists or applied linguists.

However, as mentioned in the preceding section (see sec. 1.2), the teachers' direct application of the proposed approaches and methods of language teaching has been questioned seriously because of the beliefs teachers hold about the teaching and learning process (Borg, 2003). In other words, teachers' psychological variables like beliefs and conceptions about language pedagogy could exert considerable impact on teachers' classroom application of the intended approaches and methods. Thus, teachers' thinking, reasoning and beliefs behind their actual classroom instructions have become one area of research in second/foreign language teaching.

2.2 Second /Foreign Language Teachers' Beliefs

Research on teachers' cognition, which refers to "what teachers think, know, and believe and the relationships of these mental constructs to what teachers do in the language teaching classroom" (Borg, 2003:81), has achieved significant development in the last 15 years. Several studies provide considerable insights into teachers' mental lives that reveal the cognitive dimensions of teaching (Sanchez, 2007). In the process of investigation, however, it is not easy to find a common definition of teachers' beliefs because different researchers have used different terms to refer to teachers' 'beliefs'. Confusion also occurs when "identical terms have been defined in different ways and different terms have been used to describe similar concepts" Clandinin & Connelly (1987) in (Borg, 2003:83). Furthermore, as

Busch (2008) indicates, the wider scope of research into teachers' beliefs produces different labels describing the psychological context of teaching (e.g., teachers' beliefs about teaching, learning, teaching materials, learners and about language, etc.). Kalaja and Barcelos also note that the background differences of researchers (e.g. from sociology, psychology and education) contribute a lot to the use of different expressions to refer to the term, 'beliefs'. The authors advise that "it is perhaps more important to attempt to delineate the concept rather than to begin to define the term, 'beliefs'" (2003:152). In other words, instead of searching for its 'precise' definition, it seems easy to understand the word with its scope of references that something a teacher or a learner brings to the classroom teaching and learning.

Nevertheless, different researchers use a number of terms to refer to 'beliefs' and some of these terms are presented in Borg (2006:47) as follows:

'theoretical skills' (Johnson,1992b) 'conceptions of practice' (Freeman,1993), 'images' (Johnson,1994), 'maxims' (Richards,1996), 'BAK'/Beliefs, Assumptions and Knowledge/ (Woods, 1996), 'personal theories' (Sendan&Roberts,1998) 'teacher cognition' (Borg,1999c), 'practical knowledge' (Meijeretal.,1999), 'Idealized Cognitive Models' /ICM/ (Murray,2003) 'folk linguistic theories' (Warford & Reeves, 2003), 'beliefs' (Basturkmen, Loewen & Ellis,2004), 'knowledge about language' (Borg,2005), 'perception' (Da Silva,2005).

Within their terms of reference, researchers also attempted to define teachers' beliefs. For instance, Freeman (1993) considers teachers' beliefs as 'conceptions of practice which indicate a set of ideas and actions used by teachers to organize their thinking and sketch out the activities to perform and evaluate. Burns (1996) also refers beliefs to 'theories for practice which signifies teachers' thinking and beliefs reflected in classroom processes. That is, beliefs represent the teachers' classroom decisions based on their assumptions and predictions of the nature of classroom events.

Similarly, Johnson (1992) considers beliefs as 'theoretical beliefs' referring to the belief systems that guide teachers' expectations about student behavior and the decisions they make. In other words, beliefs consist of belief systems delineating the scope of teachers' perceptions about the instructional dos and don'ts. Lynch (1990) also, considers teachers'

beliefs as their 'mental scripts', i.e. the underlying assumptions of teachers' actions. Richardson (1996) cited in Yang (2000) defines beliefs as psychologically held understandings, premises or propositions about the world that are felt to be true. In other words, beliefs represent ones assumptions or views about the exact characteristics of something, where validation and verification is still needed to be done.

Such use of different terms and definitions in the attempts to investigate language teachers' psychology in language pedagogy appears to have lack of consensus on the dimension and nature of teachers' beliefs. Nevertheless, some forms of overlapping and commonalities of meaning are reflected to show - the personal nature of beliefs, the role of experience in the development of these beliefs and the way in which instructional practices and beliefs are mutually informing (Borg, 2006).

Similarly, problems are also observed in differences and similarities between teachers' knowledge and beliefs. Several research works (Clark and Peterson 1986; Murphy 2000; Wenden, 1999) indicate that beliefs are not so much different from knowledge since beliefs constitute a form of knowledge. For example, Richards and Lockhart (1994:29) note that teachers' actions reflect their knowledge and beliefs that "provide the underlying framework or schema which guides the teachers' actions". In other words, both teachers' beliefs and knowledge are understood as mental programs used to direct the teachers' practices. According to Kalaja and Barcelos (2003), trying to define the term beliefs has the potential for creating semantic distinctions between knowledge and beliefs. For instance, Rubin (2001) in Kalaja and Barcelos (2003) identified taxonomies of beliefs and knowledge, which are assumed to help self-managed learning or independent learning. She categorized them into five: task knowledge, self-knowledge, strategic knowledge, background knowledge, and beliefs about learning. Here, she tried to make distinctions between knowledge and beliefs, at least in her words, 'beliefs about learning'. Williams and Burden (1997:54) also consider beliefs as different from knowledge in their sentence, "beliefs were also found to be far more influential than knowledge in determining how individuals organize and define tasks and problems, and were better predictors of how teachers behaved in the classroom." In other words, teachers are more strongly guided by their own beliefs than their knowledge in

the course of classroom teaching and learning. Weinstein (1989) in William and Burden (1997:56) also characterizes beliefs as “they tend to be culturally bound, to be formed early in life and to be resistant to change”. Beliefs serve as a means of evaluating our thinking by relating it to our attitudes and values about the world and our place within it. Beliefs are also appeared to be “held too closely to one’s identity and sense of self” (Barcelos, 2001) in Kalaja and Barcelos, 2003:227). In other words, beliefs are a form of one’s perceptions or understandings about oneself.

According to Woods (1996), however, beliefs can be considered as a construct analogous to schema that consists of beliefs, assumptions and knowledge. That is, beliefs are not perceived and constructed independently, detached from assumptions and knowledge. Similarly, Richards et al. (1992) consider beliefs as the culture of teaching encompassing the nature of teachers’ knowledge and belief systems, their views of good teaching and their views of the systems to work with and their role within the system. Teachers’ belief systems, for example, include teachers’ suggestions on ‘what must be done’-as evaluation of their work in the language teaching processes (Basturkmen, Loewen&Ellis, 2004).

Generally, it seems difficult to notice distinct differences among the cognitive dimensions that language teachers hold about teaching and learning process. As a result, Borg (2003) has presented notions of beliefs under teacher cognition with a comprehensive representation of teaching with in which teacher cognition plays a pivotal role in teachers’ lives. Therefore, in this research, teachers’ beliefs can be a subcomponent of teachers’ cognition and is referred as teachers’ pedagogical beliefs.

2.3 Research in Second/Foreign Language Pedagogical Beliefs

2.3.1 Teachers’ Beliefs and Prior Learning Experience

Teachers’ conceptions about the different aspects of their work (e.g. teaching and learning, curriculum, material, course, teacher, etc) are not developed only from their professional course works such as theories of second language acquisition and approaches to language

teaching. Teachers can also develop their cognitions about teaching and learning process early from their initial classroom contacts during their student-hood. Lortie (1975), cited in Richards and Lockhart (1994) considered this exposure as 'apprenticeship of observation'. However, Lortie notes that teachers could not develop comprehensive and well organized perceptions about teaching during their school years. Even Borg (2005) states students develop only a partial view of the teacher's job. Nevertheless, those preconceptions of students about teaching could create a form of resistance and filter during their professional development. In short, students, by the time of their school years, cannot generate "backstage" behaviors of teaching - the thinking, planning, preparing, reflecting and selecting goals or aims, etc (Borg, 2005:2). Instead, they form a naïve pedagogical reality.

Beliefs about teaching also seem to be well established by the time a student attends college (Weinstien 1989), as cited in Williams and Burden (1997). That is, evidence indicates that precollege students could develop their own teaching and learning perceptions generated from their immediate college contacts with friends and other individuals. Ellis (2006:1) conducted research on how language teachers' prior language learning experiences contributed to their current understandings of language teaching and classroom practices. The result shows that "experiential knowledge formed by different kinds of L2 learning (formal, informal, childhood, adult, elective, or circumstantial bilingualism) forms a powerful resource underpinning ESL teachers' professional knowledge and beliefs about language teaching". In other words, any kind of exposure in which student teachers engaged during their professional development could exert considerable influence on their present language pedagogical beliefs. Thus, there is a growing body of evidence to contend that teachers form their cognitions about teaching from their classroom experiences as learners (Borg, 2003).

Generally, quoting studies (such as Bailey et al, 1995; Johnson, 1997; Eisenstein- Ebsworth & Schweers, 1997, Borg (2003:88) concludes that teachers' prior language learning experiences "establish cognitions about learning and language learning which form the basis of their initial conceptualizations of L2 teaching during teacher education, and which may continue to be influential throughout their professional lives".

2.3.2 Language Teachers' Pedagogical Beliefs and Teacher Education

With the bases of knowledge and skills of teaching, teacher education programs attempt to exert intended influence on student teachers' professional development. Programs of Language teacher education usually assume changes of some kind on teachers' cognition because of courses given. Even some studies indicate such changes of language teachers' cognition resulted from professional course work. In fact, Freeman and Johnson (1998:401) note teachers are not "empty vessels waiting to be filled with theoretical and pedagogical skills; they are individuals who enter teacher education programs with prior experience, personal values, and beliefs that inform their knowledge about teaching and shape what they do in their classrooms." That is, as discussed above, every student teacher could have some forms of background knowledge about aspects of teaching developed from his/her prior exposure as a student; and the student may draw upon such experience in learning to teach as he/she does in actual classroom experience. Nevertheless, a few research reports reveal the impacts of teacher education program on teachers' beliefs.

Richards, Ho & Giblin's (1996) study (as cited in Borg(2003) observed changes on students' cognition, as a result of professional courses they took in college. The students reveal changes with respect to their: (1) conception of their role in the classroom, (2) knowledge of professional discourse, (3) concerns for achieving continuity in lessons, (4) common dimensions of the teaching they found problematic (e.g., timing, presenting new language), and (5) ways of evaluating their own teaching. However, these impacts varied from individual to individual based on their teaching experiences and their own beliefs and assumptions about themselves, teachers, teaching, and learning. Another study on the impact of second language acquisition course on pre-service college students' belief systems in a state university of California (Busch, 2008) also shows the impact of teacher education programs on language teachers' cognition. That is, the study indicates statistically significant differences in the student teachers' beliefs about language teaching before and after taking ELT courses.

On the other hand, little changes in the trainees' belief systems about various aspects of second language learning are observed in Peacock's (2001) study. Similarly, Kubanyiova (2006) conducted longitudinal study to assess the course impact on cognitive and behavioral change of eight self-selected non-native EFL teachers in Slovakia. The results reveal no considerable change of cognition.

In general, there is no conclusive evidence to support the impact of teacher education programs on language teachers' cognition. Several studies, even, indicate the failure of professional course works given in colleges and universities in bringing about intended change of teachers' cognition. This is because, as Borg (2006) notes, that there are factors like instructional contexts to involve in the process of teaching and learning and to exert their own impact on the intended change.

2.3.3 Contextual Factors and Classroom Practices

As Borg (2003) schematized, his conception of teaching and cognition, teachers' pedagogical beliefs cannot be totally transformed in to classroom practices. Rather, instructional contexts impose their possible pressure on decisions teachers make in the process of teaching and learning. In other words, language teachers' classroom behaviors can be affected by the existing instructional conditions like teaching facilities, school management, students' behavior, and related variables.

However, studies on second/foreign language teaching seem to give little attention toward the role of teaching contexts in the classroom teaching and learning process. Language pedagogists and applied linguists express their worry on the neglect of the instructional contexts in research of second/foreign language teachers' cognition (e.g., Richards & Lockhart, 1994; Breen, 2001). Richards & Lockhart (1994:30) further note that classroom instructional events can be better understood by exploring the social or institutional contexts under which teachers are working.

According to Feiman-Newser and Floden (1986), the social or institutional contexts represent the ‘culture of teaching’ which denotes the belief systems and knowledge of teachers sharing together and the norms they feel responsible to follow as appropriate in their work. More specifically, the culture of teaching incorporates five elements. These are 1) interactions with their students, other teachers, administrators, students’ parents; 2) concepts about the rewards of a career in teaching, such as the associated pay, power, and prestige as a teacher; 3) intrinsic value of teaching as a profession; and 4) the working environment, including classroom and organizational settings, which can be curricular or larger frameworks. The teachers’ physical, social and psychological environments are collectively considered here as teaching cultures. Besides, language teachers are imposed by these contexts to facilitate or hinder their practices. Instructional contexts also shape teachers’ beliefs by either modifying the already existing beliefs or adding up some new concepts to be used as means of adjustment in the teaching process (Borg, 2003).

A study stated in Borg also indicated that teaching contexts forced fresh graduates from institute of language teacher education to shift their CLT driven pedagogy in to the longstanding teaching traditions, teacher-centered. That is, novice teachers who had training to apply the communicative language teaching, and developed sense of ownership and conviction in the CLT version, could not employ CLT in their classroom instructions. This was because of contextual factors including large classes, unmotivated students, examination pressure, a set syllabus, pressure to conform from more experience teachers, students limited proficiency in English, students’ resistance to new ways of learning, heavy workloads (Richards & Pennington, 1998). Borg (2003: 94) quoted the authors conclusion on the impact of teaching contexts as follows:

Such factors discourage experimentation and innovation, and encourage a ‘safe’ strategy of sticking close to prescribed materials and familiar teaching approaches. Without any relief from these factors and without any reward for innovating in the face of them, the teachers would naturally be led back toward a conservative teaching approach to align themselves with the characteristics of the existing teaching context. (Richards & Pennington, 1998 : 187–88)

Similarly, another study in China, Hu (2003) investigated the impact of contextual factors in implementing CLT. The study identified a variety of factors imposing strong pressure on

teachers' instructional practices. Some of these contextual factors include scarcity of authentic language materials, strong influences of the traditional Chinese culture of learning, lack of students' motivation to learn English and examination pressures on classroom instruction. How contextual factors exert influences in language curriculum reforms and pedagogical innovations has also been a central issue in Japan. Samimy and Kobayashi (2004) examined the Japanese socio cultural, political and educational contexts that have significant impact on pedagogical innovations. The study indicated that effective implementation of CLT became impossible due to the contextual factors such as "limited access to English, learners' restricted communication needs, nonnative teachers, a different culture of learning, and the dominance of university entrance examinations"(2004: 258).

The contextual factors further exert considerable impact in changing teachers' pedagogical beliefs. In other words, ones conception of language teaching developed from training and work experiences can be shaped by the contextual factors. Fukami's (2005) study indicates such influence. i.e., The findings shows the interlink relationships between beliefs of the participant towards language teaching (including the views about teaching, students and working environment, and the social/cultural contexts the participant has faced as a learner and a teacher). Teachers are usually forced to modify or compromise the beliefs, conceptions and related constructs that they bring into their work places as a result of contextual factors.

Generally, research experiences and related facts seem to assure the existence of interrelationship between teachers' pedagogic beliefs, contextual factors and classroom practices.

2. 4 Methodological Issues on Language Teachers' Beliefs Research

Methodological issues of addressing beliefs about language teaching and learning have not yet been assessed adequately. Barcelos (2003) presented only two works: Victori(1999) and Kalaja(1995). Victori(1999) defines beliefs as metacognitive knowledge about second language acquisition, and the author notes problems in using questionnaires for data

collection especially in wording and type of questions asked. Thus, in order to avoid such problems she recommended using triangulation (combining ‘structured and with less structured instruments). On the other hand, Kalaja(1995: 196) considers beliefs in two dimensions. The first, beliefs are considered as cognitive entities, which are characterized by stability. In this understanding, studies of beliefs are grouped in the ‘mainstream’ approach and proposed beliefs to be investigated in the discursive approach. The second, beliefs are perceived as a dynamic and socially constructed concept, which should be investigated, based on the subjects’ discourses for example by using narrative inquiries.

Barcelos(2003) has made an exhaustive review of methodological issues on various research reports of teachers’ cognition. She discusses three research approaches: normative, metacognitive, and contextual.

2.4. 1 The Normative Approach

The normative approach of studying beliefs uses Likert-type questionnaires for data collection and the data analysis is usually done through descriptive statistics. The most commonly used questionnaire to investigate beliefs is the Beliefs About Language Inventory (BALLI) developed by Horwitz(1985). The same questionnaire has been used to “assess teacher opinions on a variety of issues and controversies related to language learning (Horwitz, 1985:334, cited in Barcelos(2003). This approach has been criticized for its limited concern on establishing a relationship of cause and effect between beliefs and actions. Besides, it did not concern the subjectivity of individual’s beliefs.

2.4.2 The Metacognitive Approach

This approach considers metacognitive knowledge as “the stable, stable although sometimes incorrect knowledge that learners have acquired about language, learning and the language learning process” (Wenden, 1987: 163), in Barcelos(2003). Data collection with in this approach uses verbal accounts, semi-structured interviews and self-reports. The data could be analyzed using content analysis. In this approach, beliefs are not inferred from

actions, the data collected only from intentions and statements. In other words, although beliefs are connected to experience, the context and its influence on teachers and students' beliefs are not considered.

2.4.3 The Contextual Approach

This approach mainly aims to understand beliefs in a specific context. Beliefs are understood as they are embedded in teachers and students' contexts. The studies within this approach use different methodologies like ethnographic classroom observation and case study (Barcelos, 1995, 2000; Allen, 1996), phenomenology (White, 1999), metaphor analysis (Ellis, 2001), diaries (Nunan, 2000) and discourse analysis (Kalaja, 1995, 2000).

Generally, in the aforementioned discussion, teacher beliefs have been conceptualized and investigated using cognitive, meta-cognitive and contextual approaches. Each approach attempted to address teachers' beliefs based on the conception that the approach perceives what teachers' beliefs involve or consist of. This study, however, questioned the success of using only a single approach for investigating and analyzing teachers' pedagogical beliefs. For example, in the case of cognitive approach, self-reported questionnaire's effectiveness depends on trust and openness given to participant teachers in responding to the questionnaire. The contextual approach (e.g., interview and observation) on the other hand, addresses only a few participants' beliefs, and then generalization about larger number of teachers' pedagogical beliefs becomes difficult.

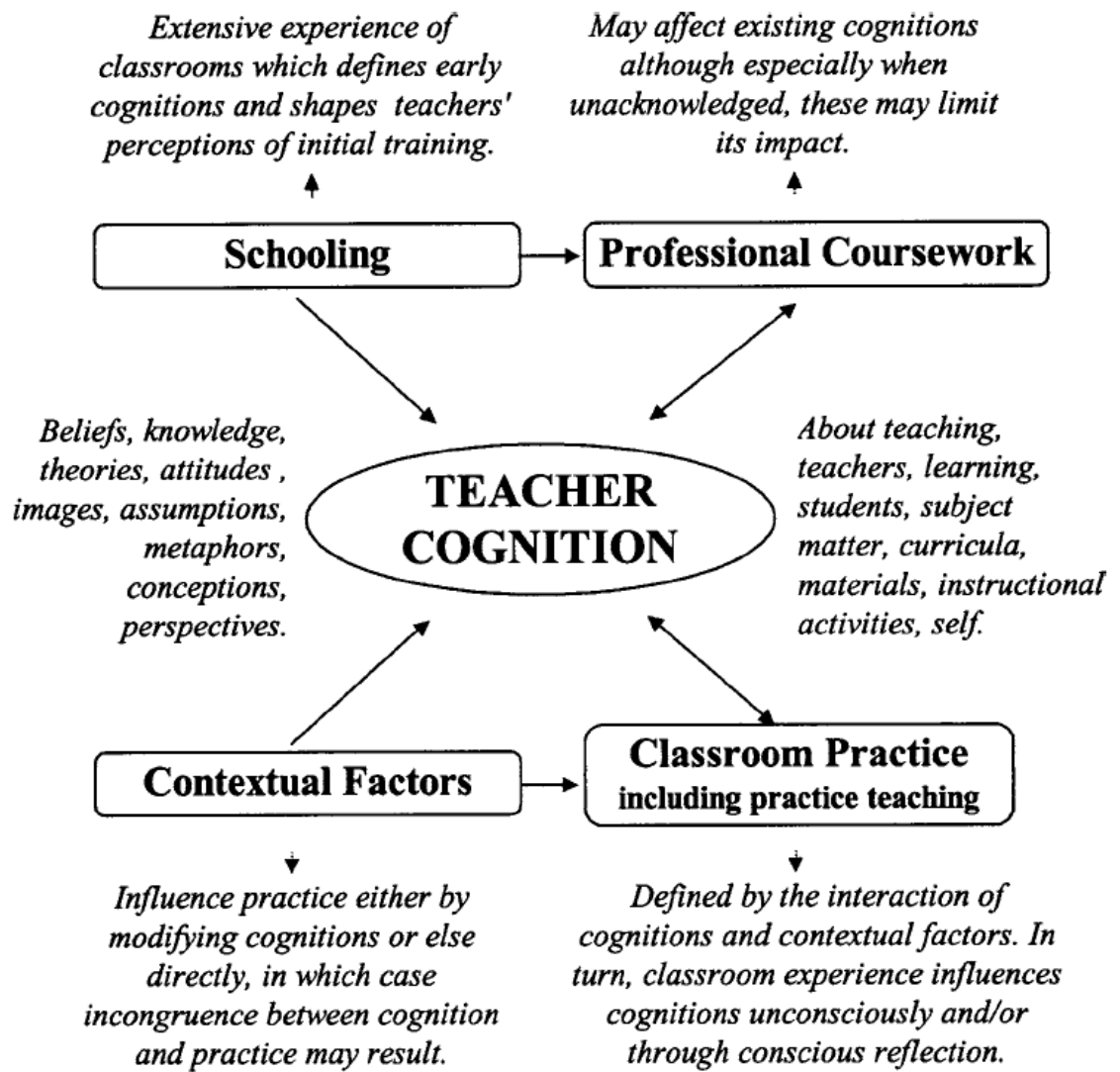
Thus in order to address teachers' beliefs of varied characteristics, this study employed mixed research method. The quantitative research method could help the study detect the general orientation or tendency of teachers' beliefs and areas that need further investigation. The qualitative method, on the other hand, could enable a deeper investigation and analysis of the research concern, teachers' pedagogical beliefs and classroom practices.

2. 5 Summary of the Literature

Research into teachers' cognition has showed significant development in addressing various dimensions of teacher beliefs about language pedagogy. However, the multiple dimensions of beliefs that researchers considered, has produced a number of terms that could create confusion and uncertainty in defining the nature of beliefs. Borg's (2003) term, 'cognition' could, in fact minimize the perception differences among researchers, and this research then considers pedagogical 'beliefs' as a component of teachers' 'cognition'. With all such terminologies, researchers, however, have brought considerable degree of success in developing insights about the role of teachers' cognition on their classroom teaching behaviors. For instance, studies indicate that the conception of teachers' cognition about language pedagogy begins with their classroom contacts of their student hood period. The cognitions teachers developed because of their school experiences could also entertain dialectical impact on teachers' professional development. That is teachers' perceptions about the teaching and learning process /during their college years as well as in-service or teaching practice period/, could be affected by their prior beliefs, and at the same time, the beliefs established earlier could be modified as a result of professional coursework, teaching experiences and contexts.

Generally, Borg schematically presented the aforementioned research development in language teacher cognition as follows.

Figure 2.2: Teacher cognition, schooling, professional education, and classroom practice, (Borg, 2003:82)



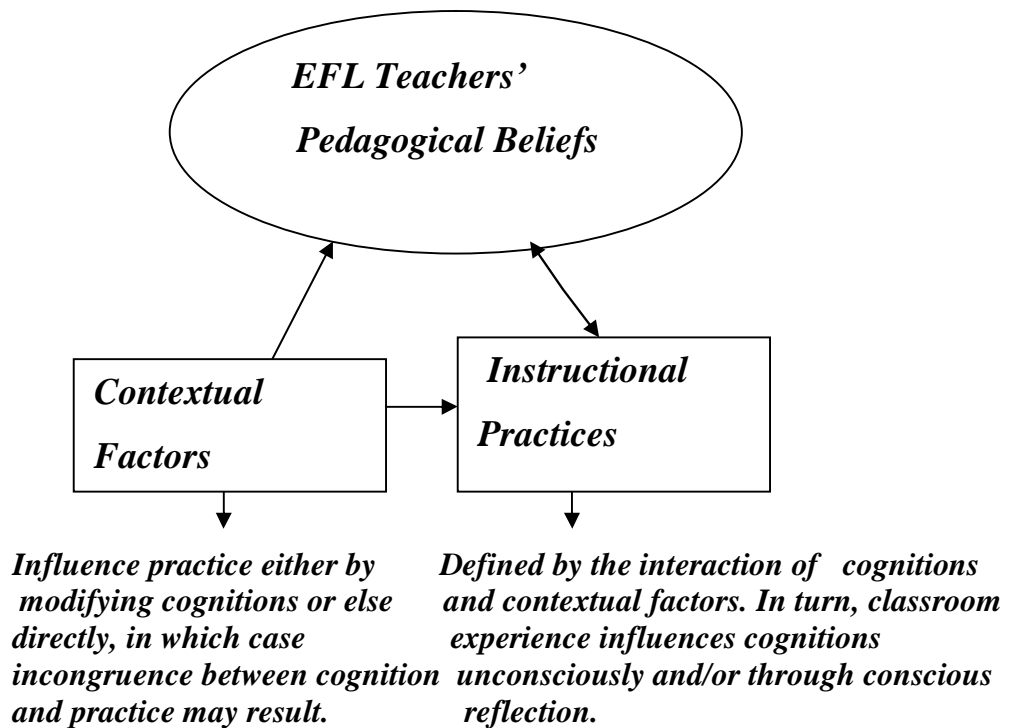
As the figure 2.2 above shows, there is some sort of interdependence among the variables of schooling, professional coursework, teacher cognition, contextual factors and classroom practice. Borg (2009) further elaborates such interrelationship as follows:

- teachers' cognitions can be powerfully influenced by their own experiences as learners

- these cognitions influence what and how teachers learn during teacher education;
- they act as a filter through which teachers interpret new information and experience;
- they may outweigh the effects of teacher education in influencing what teachers do in the classroom;
- they can be deep-rooted and resistant to change;
- they can exert a persistent long-term influence on teachers' instructional practices;
- they are, at the same time, not always reflected in what teachers do in the classroom;
- they interact bi-directionally with experience (i.e. beliefs influence practices but practices can also lead to changes in beliefs).

Thus, based on the given theoretical dimensions of teachers' cognition/beliefs, knowledge, conceptions, etc/ and the corresponding domains about/teaching, teacher, self, etc. /, this study mainly investigated the interdependence among teachers' pedagogical beliefs and instructional practices. To this effect, the schematized theoretical framework could be contextualized in the form of EFL language teachers' pedagogical beliefs as follows.

Figure 2.3: The possible interdependence between EFL Teachers' pedagogical beliefs, instructional practices and contextual factors (adapted from figure 2.2)



As figure 2.3 shows, previous research works on language teacher cognition have revealed the interdependence between EFL teachers' pedagogical beliefs, instructional practices and contextual factors. However, such interrelationship among the three variables (pedagogical beliefs, practices and contexts) has not been investigated adequately in Ethiopia. In order to fill this gap, the present study was mainly concerned with pedagogical beliefs of EFL teachers and instructional practices.

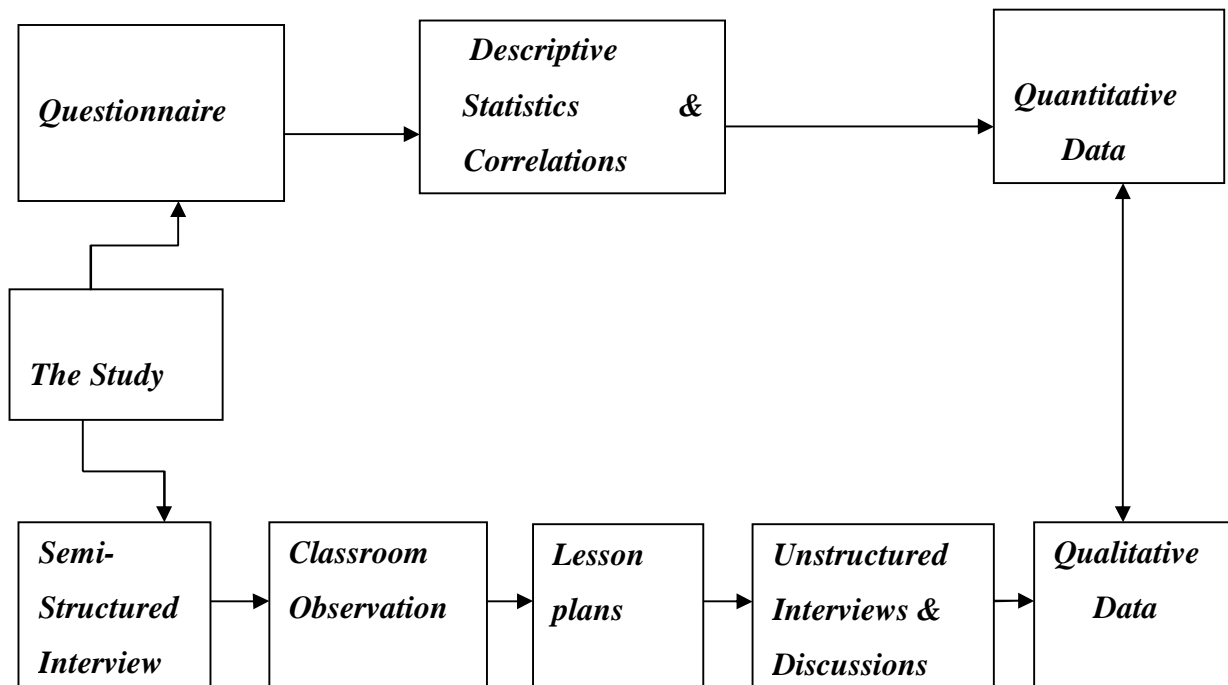
CHAPTER THREE

THE RESEARCH METHODOLOGY

3.1 The Research Design

As mentioned in the preceding chapter, the main objective of this research was to investigate secondary school EFL teachers' pedagogical beliefs and instructional practices. To this end, this study employed data collection instruments namely questionnaire, interviews, classroom observation and lesson plan analysis. With the questionnaire, more number of teachers were addressed to see their pedagogical conceptions and self-reported classroom instructions. For in depth investigation of teachers' pedagogical beliefs and classroom instructions, the study also used interviews, classroom observation and lesson plan analysis for data collection. Thus, employing these instruments for data collection the study analyzed and discussed the survey results with the qualitative ones (see fig 3.1 below).

Figure 3.1 A framework of data collection and analysis for the study



This chapter, then, presents a detailed discussion of methods employed in the current study. It describes the site (schools) of the study, the participants involved, the instruments and procedures used for data collection, organization and analysis.

3.2 Sampling

3. 2.1 Setting

This study was conducted in secondary schools (high school and preparatory schools) located in and around the town of Bahir Dar (the center of Amhara Regional State). The schools were selected based on convenience sampling (Dornyei, 2007:87). That is, the schools' geographical proximity and accessibility to the researcher was considered in choosing the schools. Moreover, this study focused on secondary schools, hoping that researching into schools' problems could be an effective area of intervention for improving the English language teaching and learning process. Considering both schools (high school and preparatory schools) could also make the study more comprehensive. That is, it could generate data that show a more comprehensive picture of the English language teaching and learning undertaken in secondary schools.

Thus, this study involved nine secondary schools (five preparatory- Grade 11 and Grade12, four high schools – Grade 9 and Grade 10). Of these, only one secondary school (Gion Preparatory and high school) was selected for further investigation. The school comprises both preparatory and high school levels and this helped the research to further study teachers of all grade levels.

3. 2.2 Teachers

At the time of the current study, about one hundred and fifty teachers were teaching in the nine secondary schools mentioned above. Of these, one hundred teachers were addressed based on their willingness to participate in the study. Detailed background information of teachers is presented in the table below.

Table 3.1 Teachers' background information

Category	Details	Frequency	Percent (%)
Gender	Female	17	23.3%
	Male	63	78.7%
	Total	80	100.0%
Education	BA Degree	76	95.0 %
	MA and Above	4	5.0 %
	Total	80	100.0%
Experience	1-3 years	1	1.3 %
	4 - 6 years	10	12.5 %
	7 - 9 years	8	10.0 %
	10 years and above	61	76.3 %
	Total	80	100.0 %

As table 3.1 indicated, of the one hundred teachers who received the questionnaire, eighty (63 males and 17 females) returned filled in questionnaire. Except four participants (MA), all had a BA/BE degree in EFL teaching, and sixty-one teachers (76.3%) had ten and above years of teaching experience. Of those eighty teachers, the researcher also selected four teachers (from Gion Preparatory and High school) for interviews and classroom observation based on convenience sampling (Dornyei, 2007). That is, in choosing those teachers, the study considered both the teachers' interest in involving in the study and the school's hospitality for extended period of cooperation while conducting the research. All of the four teachers were males and they had five to twenty-two years of teaching experience (Teacher 1, 15 years; Teacher 2, 5 years; Teacher 3, 7 years; and Teacher 4, 22 years). Generally, this study involved eighty secondary school teachers for the survey, and the four teachers were

selected from those eighty teachers for further exploration using interviews, classroom observation and lesson plan analysis.

3. 3 Instruments of the Study

This study used four types of instruments for data collection: questionnaire, interviews, classroom observation and lesson plans. In the following section, a detailed discussion of each instrument is given.

3.3.1 Questionnaire

The current study used questionnaire for collecting data. Because, the questionnaire helped the study identify teachers' orientations of English language pedagogy and their self-reported classroom practices before moving on to the case study for in depth investigation. That is, the questionnaire result enabled the study to prepare the ground for further investigation. Moreover, the questionnaire allowed the study to gather data from relatively larger number of research participants. Even, constructing a questionnaire and analyzing data collected through it are relatively easy and more manageable (Dornyei, 2007). In other words, in order to address relatively larger number of teachers and manage the collected data easily, this study used a questionnaire for data collection.

Thus, this study employed a closed-ended questionnaire because as Bailey (1994: 118) notes, closed-ended questionnaires are “quicker to code up and analyze than word-based data” (as quoted in Cohen, Manion & Morrison, 2007:321). Besides, if there were possibilities of missing relevant information, with the closed-ended questionnaire, the subsequent interviews used in the study could manage it. Thus, in order to generate responses amenable to statistical treatment and analysis, this study employed a closed-ended questionnaire that was organized in the form of Likert-scale. A brief discussion of procedures used in developing and organizing the questionnaire is given.

3.3.1.1 Developing the Questionnaire

In developing questionnaire for this study, previously used questionnaires for research into language teachers' beliefs were reviewed. The most commonly used questionnaires were Horwitz's Beliefs About Language Learning Inventory (BALLI) and Johnson's (1992) beliefs inventory. As Kuntz (1996) states, Horwitz's BALLI was developed based on a brain-storming session with 25 language teachers. Horwitz then organized a teacher-generated list of beliefs that students might have about language learning; and after consulting specialists in cognitive science and psychology, she developed an instrument, Beliefs About Language Learning Inventory (BALLI) for her study. A 34 statements of BALLI employed a 5-point Likert-type scale ranging from "strongly agree" to "strongly disagree". The items were thematically categorized into four dimensions: motivations and expectations, the nature of language learning, learning and communication strategies, language learning aptitude and difficulty of language learning. Johnson's (1992) beliefs inventory, on the other hand, was developed from perspectives of three language pedagogical approaches namely grammar-translation, audiolingual and communicative approaches. The inventory has 15 statements presented to choose five items for each of the three methodological approaches. Generally, both Horwitz's(1987) and Johnson's (1992) instruments attempted to develop a set of second language methodological statements that reflect teachers' beliefs or views about the 'what' and 'how' of language teaching and learning.

In designing questionnaire for this study, therefore, the instruments already developed as mentioned above and literature of second language teaching methods and approaches (Cook, 2001; Richards and Rodgers; 2001, Harmer, 2005) were analyzed and assessed. For example, both Horwitz's (1987) (BALLI) and Johnson's (1992) beliefs inventories were analyzed, and some items (especially on teachers' beliefs about the nature of second/foreign language teaching and learning) were adapted. Some other items on English teaching profession and contextual factors were also developed based on literature review about

teachers' professional efficacy or effectiveness (Eslami & Fatahi, 2008; Sad, 2009) and teaching contexts (Burns, 1992 and Borg, 2003).

More specifically, the questionnaire used for this study was designed to meet two main objectives. First, it tried to identify the beliefs teachers held about English teaching profession as well as English teaching and learning. Second, the questionnaire attempted to obtain information about teachers' self-reported classroom practices and about factors affecting their classroom instructions. Thus, in addition to maintaining the questionnaire's content validity by reviewing literature, the questionnaire was given for a review to my supervisor and to two PhD candidates of TEFL. Based on their comments and suggestions, slight modifications were made on a few items of the questionnaire and the revised questionnaire was piloted by taking 35 teachers from three secondary schools (one preparatory and two high schools). Based on feedback from the pilot result, further modifications were made on the questionnaire, and below detailed discussions are given on the final questionnaire.

The final questionnaire had six pages with two separate parts (see appendix A). Part one included the background information section and it had four thematic dimensions or categories. First, *profession of English teaching* - five items (Q1 - Q5) reflected teachers' views about English teaching as a profession (e.g., Teaching English in high school is a difficult job). Second, *nature of English language teaching and learning* – seventeen items (Q6 - Q22) about English language teaching and learning process. These items on nature of English language teaching and learning had also two methodological dimensions. Eight items for traditional oriented English language teaching and learning (e.g., Learning English is mostly of learning a lot of grammar rules), and nine items for communicative oriented English language teaching and learning (e.g., teachers need to use communicative activities - information-gap, games, role-plays, etc., for helping students learn the language better). Third, *contextual factors* – fourteen items (Q23-Q36) about the teaching contexts teachers' believed to have effect on their classroom practices (e.g., the existing English language materials and resources do not encourage me to apply my instructional intention). Besides, all items of this part of the questionnaire were designed in the form of Likert-scale. That is,

participants were required to respond to each item based on the alternatives: ‘strongly Agree (SA)’, ‘Agree (A)’, ‘Neutral (N)’, ‘Disagree (DA)’ and ‘Strongly Disagree (SDA)’. The teachers’ responses were rated by the scoring value of 1 to 5: (SDA) = 1, (DA) = 2, (N) =3, (A) =4 and (SA) =5.

Part two questionnaire focused on teachers’ self-reported classroom practices. It had twenty-six statements that inquire teachers to respond to their own instructional tendency. It also reflected two pedagogical dimensions: traditional/grammar oriented and progressive/communicative-oriented pedagogies. That is, of the twenty-six items, eight were categorized into grammar oriented instructions or commonly called teacher-centered instruction (e.g., ‘I present patterns in the English language for my students to deduce grammar rules’.), while the remaining eighteen items were grouped into communicative-oriented instructions or learner-centered instruction (e.g., ‘I get students to self-correct their errors’). Moreover, each items for both grammar-oriented and communicative-oriented instructions was organized in the form of rating scale that required participants to respond to each instructional item by choosing one from the alternatives: ‘Always (A)’, ‘Often (O)’, ‘Sometimes(S)’, ‘Rarely (R)’, and ‘Never (N)’. The teachers’ responses were rated by the scoring value of 1 to 5: (N) = 1, (R) = 2, (O) =3, (S) =4, and (A) = 5.

3.3.2 Interviews

In order to conduct an in-depth investigation of the teachers’ pedagogical beliefs this study employed interviews of both pre and post classroom observation. These interviews also helped the study to crosscheck the survey results collected through the questionnaire.

This study used semi-structured interview for the pre-classroom observation interview. That is, as Dornyei (2007) states, in semi-structured interviews the interviewer designs preplanned guiding questions or prompts that encourage interviewees to express their ideas on certain issues in an elaborated manner. The semi-structured interviews also provide the researcher guidance to follow up the discourse of interviewees within a specified issue.

More specifically, this study employed the semi-structured interview for data collection to make use of the advantages mentioned in Dornyei (2007).

Therefore, the researcher developed the semi-structured interview questions that were thematically related to the questionnaire used in this study. Thus, the items were developed based on the following major points (see Appendix 'B').

- Teachers' conceptions about English teaching profession
- Teachers' beliefs about English language teaching and learning, and
- Teachers' response to their classroom instructions and the contextual factors

On the other hand, interviews of the post classroom observation were conducted based on major instructional events revealed through the classroom observation. Thus, the interview areas of focus became flexible. For example, most of the discussion was about students' behavior and the teachers' difficulties of involving more students in the classroom teaching and learning process. The researcher also carried out an extended discussion on the difficulties the teachers faced in using CLT in their classroom instructions.

3.3.3 Classroom Observation

This study used classroom observation for data collection in order to address the teachers' actual classroom practices in relation to their pedagogical beliefs. That is, the purpose of observation in the context of the present study was to examine the extent to which the teachers' beliefs and self-reported classroom practices conformed to what actually happened in the classroom.

In gross, twenty classroom observations were conducted in four teachers' classrooms (four male teachers from Gion Preparatory and High School). A minimum of three and a maximum of six observations were conducted for each teacher's classrooms. That is, five observations were conducted in Teacher 1's classrooms (11A, 12H, 12I, 12H, 12I). Three observations were done in Teacher 2's classrooms (12A, 11B & 9F). Six observations were

done in Teacher 3's classrooms (11E, 11D, 11G, 12A, 11G & 12C) and six observations were conducted in Teacher 4's classrooms (11H, 12B, 11H, 11C, 12D & 11I).

During the classroom observations, the researcher (observer) tried to capture major instructional events going on in the teachers' classrooms. The researcher mainly focused on some elements of instruction such as grouping forms of participants or classroom organization (individual, pair or group work), activities/tasks of the lesson, and mode of interaction(e.g., who initiated it or what language is used). In order to capture these elements, the researcher used both observation notes and video recording. A mini video camera (Sony DCR-HC40E) was used especially to record prominent episodes of instruction like the teachers' ways of opening lesson, making transitions and closing the lesson. However, observation notes were used exhaustively to describe the teachers' actual classroom instructions as much as possible.

3.3.4 Teachers' Lesson Plans

Developing lesson plans is part of teachers' instructional activities in secondary schools. This study, then considered teachers' daily lesson plans for analyzing and crosschecking what teachers planned and what they actually performed in their classrooms. However, as the pilot study indicated the teachers were not using their lesson plans at the time of conducting their classroom instructions. Thus, it was difficult to follow up teachers' classroom instructions based on their lesson plans since they locked the lesson plans in their personal drawer. Therefore, for this main study, only four lesson plans (one for each of the four observed teachers' lesson) were considered in order to show not only the general framework of the lesson plans used in the school but also substantiate the classroom observation data on the teachers' classroom instructions.

3.4 Procedures of Data Collection

3.4.1 Administering the Questionnaire

In order to administer the questionnaire, the researcher first contacted school directors or vice directors and made a request for cooperation with a letter from the Department of English, Addis Ababa University. The respective school administrators then directly introduced the researcher to the heads of English Departments in each of the nine schools (see 3.1.1). The heads further introduced the researcher to a few English teachers (three to five teachers in each school). Then, the researcher convinced one of those teachers introduced with him to take responsibility for distributing the questionnaire to other teachers of English and collect it back after filling it from each of the teachers. Thus, a six-page questionnaire with two different sections of items (pedagogical beliefs and self-reported classroom practices) was distributed to each of the one hundred teachers.

Thus, eighty teachers from nine secondary schools (17 females and 63 males) returned the filled in questionnaire within 1-5 days. The data obtained through the questionnaire were coded and fed into a software program (Statistical Package for Social Sciences, SPSS), to compute descriptive statistics and correlations.

3.4.2 Conducting the Semi-Structured Interview

After having access to the English teachers in the way described above, the researcher consulted four interested teachers for interview sessions at their working place and during their working time. Then, the researcher and the interviewees adjusted convenient time for the interview. However, finding a convenient place for conducting the interview was a problem since all of the teachers had no office for individual use. Thus, after a few minutes discussion, we decided to conduct the interview at teachers' lounge where there was negligible amount of noise. With the permission of each interviewee and the researcher's oral commitment of confidentiality, each session of interview was audio recorded by a mobile phone (Nokia 3100). The interview lasted for around twenty to twenty-five minutes with each individual teacher. The teachers were using both Amharic and English while explaining things. The researcher let them do these because the intention was to get adequate information about their views on the teaching and learning of English.

In addition to audio recording, the interviewer was taking quick notes while conducting the interview. Immediately after each of the interview session, the researcher organized and made transcriptions (with the help of recorded information and notes during interview) of each individual teacher's interview. The transcribed interview data were organized based on the leading interview areas of focus preplanned before the interview (See sec. 3.3.2).

3.4.3 Conducting Interviews of the Post Classroom Observation

Post classroom observation interviews were conducted in two ways. The first was a form of informal discussions on some instructional points such as the nature of interaction between the teachers and students, problems of teaching materials (e.g., shortage of textbook), and inattentive behavior of students. The researcher had such discussions with each teacher for about ten to fifteen minutes in the school compound right after class as well as in lunchtime. The second form of interview was conducted formally with specified place and time. That is, after the end of all the classroom observations, the researcher arranged a meeting outside the school compound for each of the teachers observed. Except one teacher, Teacher 2, all of the three teachers conducted such interview for twenty-five to thirty minutes (e.g., Teacher 4 for twenty minutes & Teacher 1 for thirty minutes). The interview was conducted first by briefing the classroom observation notes to each teacher and raising a few points on what the teacher did (see appendix C). Thus, the researcher recorded each teacher's interview and used it for crosschecking and enriching the pre-observation interview responses.

3.4.4 Conducting the Classroom Observation

The four teachers who involved in the interview session were also considered for conducting the classroom observation. The researcher consulted each of the teachers to get permission for observing their classrooms. All of the teachers were willing to let the researcher conduct observations mainly because they were aware of the purpose (research) of the observation. The researcher also tried to make each of the teachers aware that the classroom observation had no relation with their evaluation of efficiency conducted by the school principals. Moreover, the researcher promised them that all information would be kept confidential and

their names would not be disclosed in the data analysis and discussion. Thus, the researcher adjusted observation programs with the teachers' classrooms (see 3.2.4). Since the main purpose of observing classrooms was to explore what and how the teachers conduct their lessons, the researcher was not interested in considering only a particular classroom of the teachers.

However, selection of classrooms for observation was based on the teachers' convenience. That is, at least one period earlier, the observer (researcher) informed each of the teachers before getting into their classrooms. Then the actual classroom observations were carried out for two weeks. In the first week, the researcher conducted eleven classroom observations (three times for the three teacher's classrooms and two times for one teacher's classrooms). One of the teachers, Teacher 3, missed one classroom observation since the teacher was absent during the day of observation. In the second week, nine classroom observations (three times for the three teachers' classrooms) were conducted. Thus, one of the teachers' classrooms was not observed in the second week of observation because the teacher, Teacher 2, had left the school before the researcher finished the classroom observation. Therefore, in gross, twenty classroom observations (three to six observations for each teacher's classrooms) were conducted for two weeks.

3.4.5 Analyzing Teachers' Lesson Plans

The researcher collected four lesson plans of the four teachers whose classes were observed. Since, none of the teachers was using lesson plans at the time of teaching; the researcher collected only four lesson plans (one lesson plan for each of the teachers' lesson observed) at the end of all classroom observations. Thus, the collected documents of the teachers' lesson plans were reorganized for analysis. That is, the researcher categorized the lesson plans into two major parts (part one shows information about the lesson, and part two displays the structure of the actual lesson). The researcher, then, checked similarities and differences of each teacher's lesson plans mainly in terms of teachers' and learners' activities and teaching aids. Moreover, crosschecking was made between the teachers' lesson plans and their classroom instructions observed by the researcher.

3. 5. Data Organization and Analysis

The researcher organized and analyzed the data collected based on their time sequence of collection. Firstly, the survey data were organized and analyzed with the help of a computer program, (SPSS). Then, each part of the questionnaire data was presented separately with tabular form. Secondly, the data obtained through interviews were presented descriptively. Thirdly, the data collected through classroom observations were presented in both brief reports of individual lessons and detailed analysis of each teacher's instruction patterns (presentation, monitoring and discussion). Fourthly, sample lesson plans of teachers were analyzed briefly. Fifthly, in the analysis and discussion of the results, considerable mix of results and crosschecking of data obtained through different instruments were made. That is, the questionnaire results were analyzed and discussed, in relation to results obtained by qualitative instruments (interviews, classroom observations and lesson plans). Finally, before conclusions and recommendations, a summary of key results emerged from the collected data was made.

3.6 Triangulation

As stated earlier, this study employed mixed research methods (quantitative and qualitative) for generating dependable results. Some form of data triangulation was made using different data collection instruments. The questionnaire results were crosschecked with the qualitative data collected through interviews, classroom observations and lesson plan analysis.

Moreover, in order to maintain the validity of the questionnaire, each part of the questionnaire was developed based on review of literature and previously used questionnaires (see 3.2.1.1-3.2.1.3). My PhD supervisor and two of my friends among TEFL PhD candidates also scrutinized the draft questionnaire. Considerable modifications of instruments were done based on the pilot study results. For example, to avoid confusion and redundancy, a few items of the questionnaire were deleted and merged. Even, the pilot

study helped this research became more focused on its problems (e.g., teachers' communicative orientation) and conducted extended inquiry of the teachers' pedagogical beliefs and practices with additional form of interview, interviews of post classroom observations.

The researcher also checked the reliability coefficient of each part of the questionnaire. Thus, using the internal consistency estimate of reliability, the questionnaire had Cronbach's Alpha of (0.81) for pedagogical beliefs, (0.78) for the self-reported classroom practices. Hence, the tools demonstrated reasonably acceptable levels of reliability.

In general, based on the data collected through questionnaire, interviews, classroom observations and lesson plans, this study attempted to draw conclusions and suggest recommendations that are reliable and valuable.

CHAPTER FOUR

DATA ANALYSIS AND DISCUSSION

4.0 Introduction

As mentioned in the preceding chapter, this study investigated the beliefs teachers held regarding English teaching profession as well as English teaching and learning and the instructions teachers conducted in actual classrooms. Thus, this chapter presents detailed analysis and discussion of data collected through questionnaire, interviews, classroom observation and lesson plans. A summary of the pilot study report is presented preceding results of the main study. In the main study, the questionnaire-based data is presented in tabular form with descriptive statistics and correlations, and then discussion of the qualitative data from interviews, classroom observation and lesson plans is followed.

4.1 Summary of the Pilot Study Results

This pilot for the current study was mainly interested in assessing whether the problems (pedagogical beliefs, and instructional practices) could be investigated effectively through the intended research instruments (questionnaire, interviews, classroom observation and lesson plans). It attempted to test whether the data collection instruments were appropriate and effective in investigating the pedagogical beliefs teachers held and the instructions they employed in classrooms. The pilot was also concerned with generating tips of data by using questionnaire, interviews, classroom observation and lesson plans.

Thus, the pilot was conducted in three schools (one Preparatory and two high schools in Bahir dar town) with a totally of thirty-five teachers (thirty males and five females). Out of the thirty-five teachers, twenty-nine returned the filled in questionnaire. Four teachers were also selected from those of the twenty-nine based on their willingness in involving for further investigations with interviews, classroom observation and lesson plan analysis.

The survey results showed that teachers' language pedagogical beliefs tended to reflect communicative oriented, and even their self-reported classroom practices revealed a slant towards more of communicative oriented, student-centered instructions. The interview results also confirmed such communicative pedagogical orientations. That is, like the survey results, the interviewed teachers revealed communicative oriented pedagogical beliefs and classroom instructions. However, data from classroom observations did not confirm both the questionnaire and interview results. Even, the correlation coefficients of the questionnaire based data hardly revealed a statistically significant relationship between the teachers' instructional practices and their pedagogical beliefs. That is, the teachers were not employing in their classrooms the communicative oriented pedagogical beliefs that they thought to have. This could also imply that the teachers were not reflective practitioners who could justify their classroom instructional practices in terms of pedagogical beliefs. Therefore, such lack of relationship between the teachers' pedagogical beliefs and instructional practices may be resulted from the teachers' failure in rationalizing their classroom instructions.

Generally, the overall results of the pilot study revealed the possibilities of investigating teachers' pedagogical beliefs and practices using the given data collection instruments (questionnaire, interviews, classroom observation and lesson plans). That is, the data collection instruments employed in the pilot study were tested for their suitability in making analysis and investigation of the instructions teachers conducted in classrooms and the beliefs they held about their profession as well as English teaching and learning. However, considerable modifications were made in the data collection instruments based on feedback from the pilot study. For example, a few items from the questionnaire were merged together as they were redundant, and a few others were revised in terms of content and language clarity. The pilot study also served as a basis for using additional interviews of post classroom observations and spending relatively more time for observing teachers' classroom instructions. In other words, because of the pilot study result, a more focused and prolonged form of observation and interviewing were done for an exhaustive investigation of teachers' pedagogical beliefs and instructional practices (detailed presentation of the pilot results is given in appendix F).

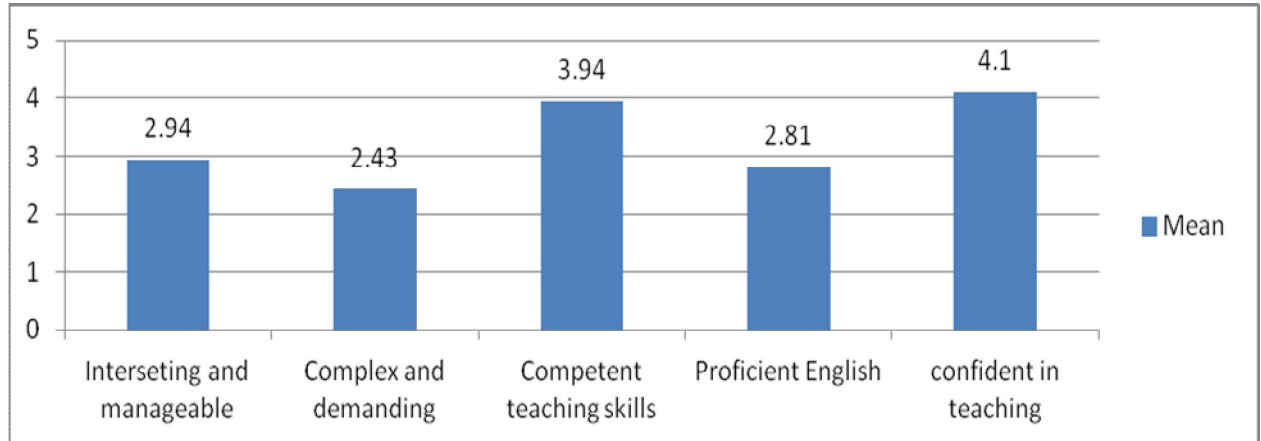
4. 2 Survey Results of the Main Study

4. 2.1 Data from the Questionnaire

The teachers' responses to each of the 36 - items questionnaire are presented and discussed with four thematic categories: English teaching profession, traditional oriented English language teaching and learning, communicative oriented English language teaching and learning, and contextual factors.

Table 4.1 English Teaching Profession

Five items (Q1-Q5) were designed to gather data on the teachers' response to their English teaching profession. The teachers responded to statements that not only defined teaching as interesting and challenging, but also revealed the teachers' professional status described as competent, proficient and confident.



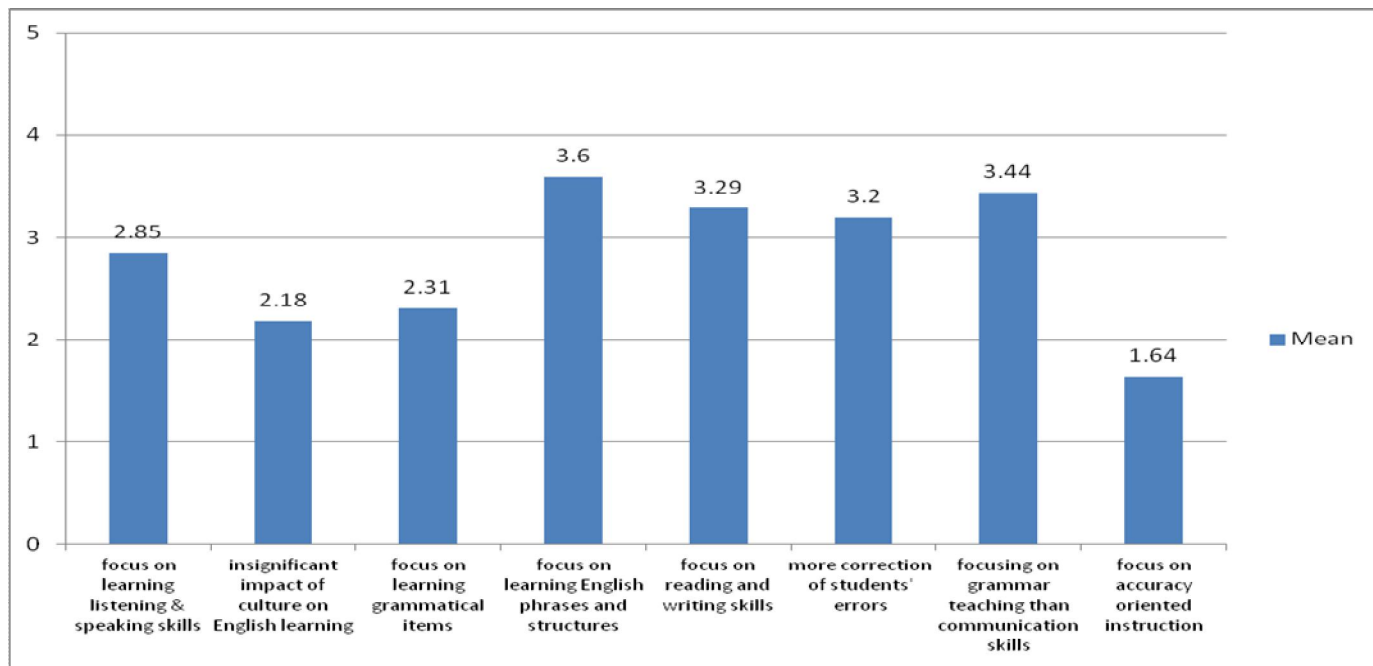
As table 4.1 indicated, the teachers' mean response to their English teaching capability and confidence is considerably high (Mean, 3.94 & 4.10)). That is, the teachers seem to perceive themselves as both capable and confident in teaching English effectively. Conversely, the teachers' mean responses to interest, complexity and proficiency of English teaching revealed undecided (Mean, 2.94, 2.43 & 2.81 respectively). That is the teachers tend to

believe that they are hardly sure about not only the interesting and complex aspect of English teaching but also their own English proficiency required for effective teaching. This could imply that the teachers did not have clear conceptions about the complex as well as interesting aspect of the English teaching profession. Even, they were not confident in their own English proficiency needed for teaching English effectively.

Teachers in the interview session, however, failed to confirm this result. They rather responded that they were not only interested in the English teaching profession but also capable and confident in their teaching skills and proficiencies (see sec 4.3.1). Even, it seems unusual to find English teachers who think that they are capable and confident in their own teaching skills but not sure about whether they have the required English proficiency and teaching interest for professional effectiveness. For instance, other studies (Chaco'n, 2005; and Eslami and Fatahi, 2008) indicated a positive correlation between teachers' professional confidence and their English language proficiency. That is, teachers with a good command of the language largely felt that they were capable and confident in their English language teaching.

Table 4. 2 Traditional Oriented English Language Teaching and Learning

Eight items were designed to gather data on teachers' responses to the traditional oriented English teaching and learning. The statements referred commonly held assumptions about the areas of language focus, the classroom activities and tasks and the roles of students and teachers in the process of English teaching and learning.



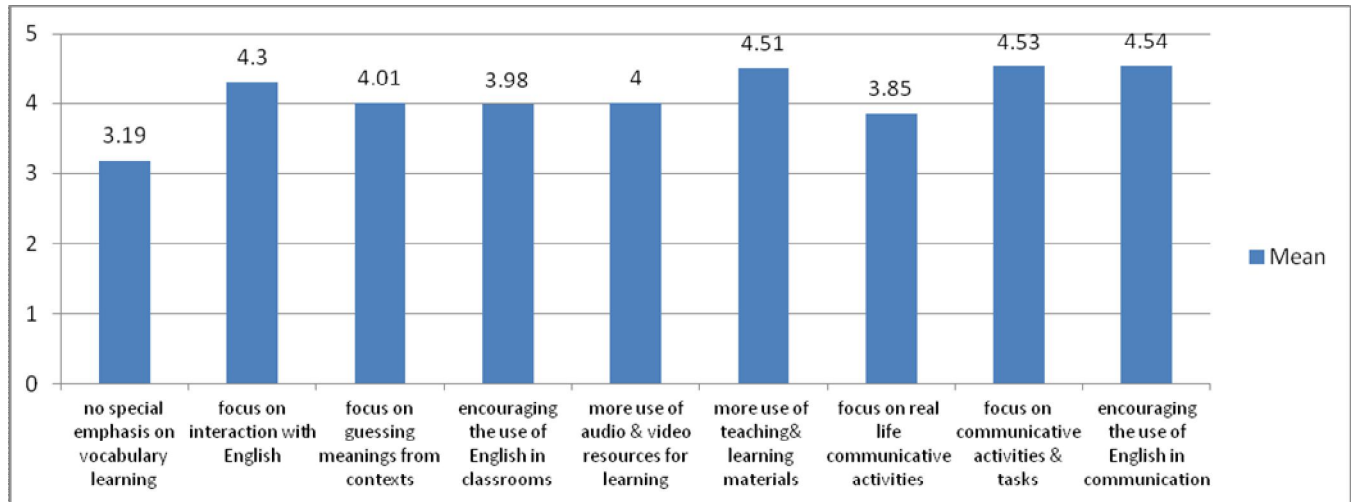
As table 4.2 above indicated, the teachers' mean response to majority of the items revealed indecision or disagreement (e.g., 2.85, 2.31 & 3.20). That is, the teachers did not seem to respond to most of the statements that reflected traditional oriented English teaching and learning. For example, the teachers did not express their agreement or disagreement to the statement that emphasized correction of learners' language errors in classroom interaction. In other words, the teachers hardly believed that the traditional aspects of English teaching and learning process contributed a lot to students' achievement in learning English. Even the teachers clearly showed their disagreement to the statement that encouraged teachers' accuracy focused instruction for students' successful learning (1.64).

Conversely, the teachers indicated their agreement to the statement that reflected more practice of English phrases and structures in classroom instruction (3.60). That is, the teachers seemed to believe that helping learners practice English structures could facilitate their English language learning. This conception, as compared to their mean responses to most statements could not reflect the teachers' obsession of the traditional oriented English teaching and learning.

Generally, the teachers' mean responses to items of traditional oriented English teaching and learning could not show their beliefs about traditional pedagogy of English teaching and learning. This result could challenge the common assumption and research reports about teachers' preoccupation of longstanding pedagogical traditions, sometimes called teacher-centered instruction. For instance, Feredssa (2006), in his study on teachers' implementation of active learning at elementary schools, reported such teachers' obsession of traditional pedagogy that he called "talk and chalk" classroom teaching . Thus, the teacher's responses to the traditional English teaching and learning, in the present study, failed to confirm not only the existing assumptions about teachers' obsession of traditional pedagogy but also Feredssa's research report on the area. The interview result of this study also questioned the teachers' orientation of the traditional English teaching and learning.

Table 4. 3 Communicative Oriented English Language Teaching and Learning

Nine items were designed to gather data on the teachers’ responses to the communicative oriented English teaching and learning. The teachers responded to the statements that reflected communicative focused assumptions of teaching and learning.

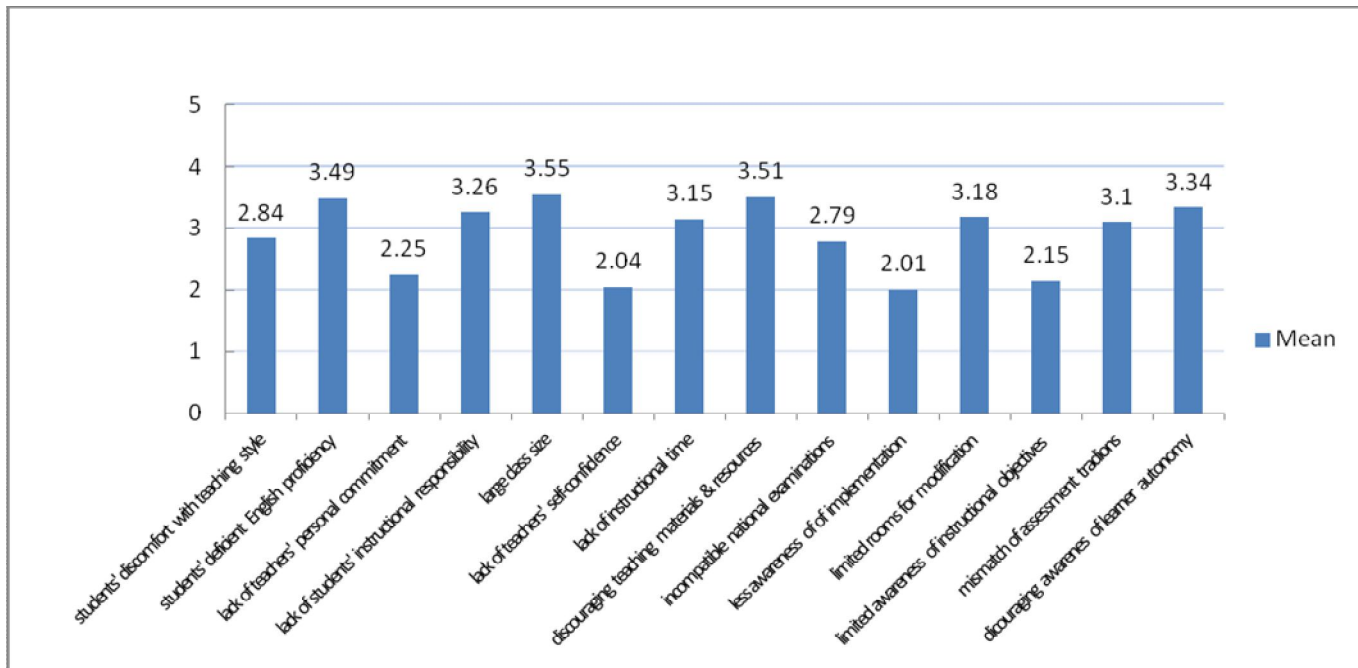


As table 4.3 above showed, the teachers’ high mean responses indicating agreement to almost all items (e.g. Mean 4.30, 4.01 & 3.85). That is the teachers acknowledged the significant role of the communicative oriented teaching and learning for helping students learn English successfully. This implies that the teachers’ conceptions of English language teaching and learning reflected the communicative approach. The teachers, for instance, seemed to acknowledge more use of communicative activities, and more encouragement of students’ interaction of the target language (English) in classroom instructions (e.g. Mean 4.53 & 4.54). Though there were considerable confusion and misunderstanding in expressing communicative approach on the part of the teachers interviewed, this survey result (the teachers’ communicative oriented pedagogical beliefs) was also consistent with the interview responses (see sec 4.3.1).

Thus, such communicative tendency of the teachers' pedagogical beliefs could result from their exposure in college training and on job discussions about communicative language teaching. As stated in chapter one, one of the country's education system reforms was to change the existing traditions of teacher-centered instructional practices into learner-centered, problem-solving pedagogy (see sec 1.4.3). So formal and informal discussions about how to make classroom instructions more communicative or learner-centered has become common in educational sessions and institutions of language teacher education. Therefore, it is not surprising to find the teachers with more aware of communicative approach. This result also confirmed previous studies (Lakachew, 2003; Yemane, 2007; and Beyene, 2008) that indicated strong communicative language teaching (learner-centered instruction) orientations of high school teachers.

Table 4. 4 Contextual Factors

Fourteen items were designed to gather data on teachers’ responses to factors affecting their classroom instructions. The teachers responded to the statements that referred contextual factors influencing classroom instructions.

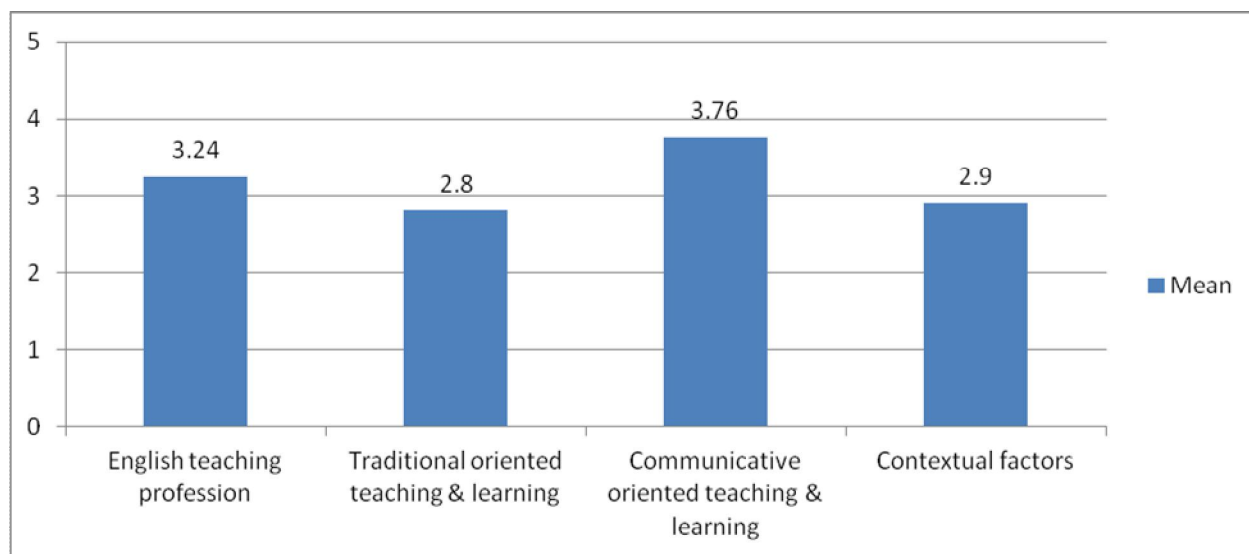


As table 4.4 indicated, the teachers’ mean responses to most items of contextual factors revealed indecision or disagreement (e.g., Mean, 2.84; 2.25; 3.26; 2.04). That is, the teachers were not sure about whether the teaching contexts mentioned exerted influence on their classroom teaching. For instance, the teachers did not show agreement to the statement that referred shortage of instructional period (Mean, 3.15). Even the teachers did not agree to the statement that the teachers themselves lack awareness of how to implement their own pedagogical beliefs (Mean, 2.01). Therefore, the teachers’ mean responses to the impact of contextual factors on classroom teaching did not reveal agreement. That is, the teachers did not acknowledge most items of instructional impediments or factors affecting classroom practices. This result is so surprising that one could not expect such response from the teachers who were working in very limited teaching resources, and educational facilities.

The interview data, however, contradicted this result. Even, other local research reports (Lakachew, 2003) & Beyene's , 2008) showed the detrimental effects of contextual factors on teachers classroom instructions. They stated that high school teachers were facing contextual factors (e.g., large class size, teaching load, and students' lack of motivation and learning capacity) in implementing communicative language teaching. The interviewed teachers of the present study also acknowledged such problems as they noted that students' misbehavior, constrained teaching and learning resources and other related contextual factors exerted pressure in making communicative focused classroom instructions (see sec 4.3.1.3).

Table 4.5 Clustered pedagogical Beliefs

The thirty-six items of the questionnaire were categorized into four thematic dimensions: English teaching profession, traditional oriented English language teaching and learning, communicative oriented English language teaching and learning, and contextual factors. The summated mean response to each of the clustered category is presented.



As table 4.5 indicates, the teachers' mean responses to three clustered pedagogical beliefs (English teaching profession, traditional oriented English teaching and learning, and contextual factors) showed indecision (Mean, 3.24; 2.80, & 2.90). That is, the teachers did

not reveal the beliefs they hold about English teaching profession, traditional oriented English teaching and learning and they did not acknowledge contextual factors affecting their classroom instructions.

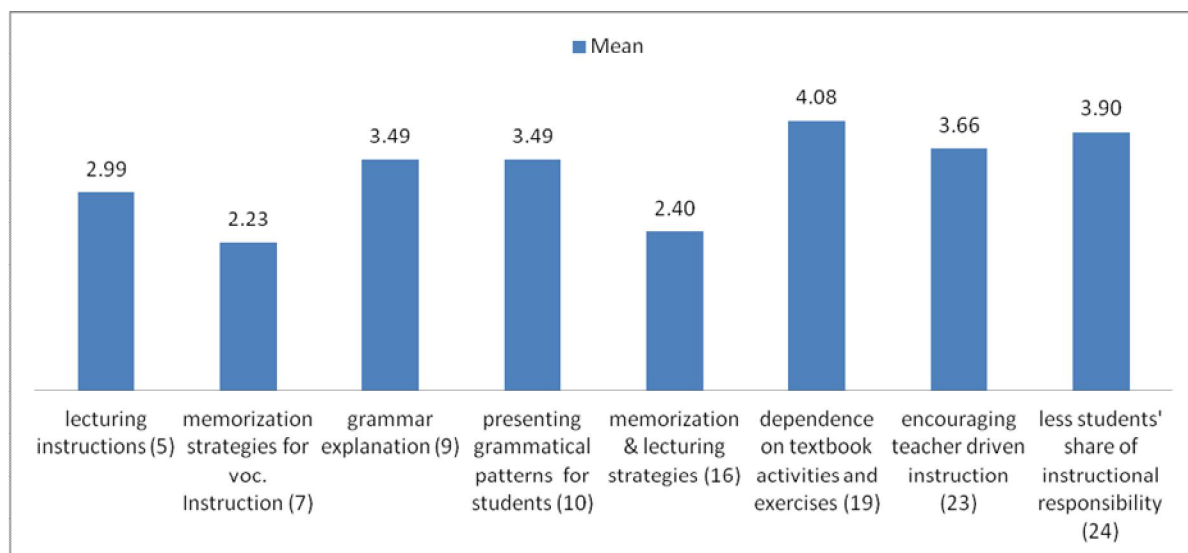
On the other hand, the teachers indicated a slight agreement to a clustered pedagogical beliefs, communicative oriented English teaching and learning (Mean, 3.76). That is, the teachers showed pedagogical beliefs of the communicative oriented English teaching and learning. This implies that the teachers seemed to think that communicative oriented English language teaching and learning enabled students learn the language effectively. A similar response was observed in the interview questions. That is, the teachers interviewed thought that they were obsessed with communicative approach, student-centered (see sec 4.3.1.2).

4.1.2 Teachers' Self-reported Classroom Practices

Twenty-six items were designed to gather data on teachers' responses to their actual classroom instructions. These items were categorized into two instructional dimensions: grammar oriented and communicative oriented instructions. Thus, the teachers reported classroom instructions of grammar oriented and communicative oriented are discussed.

Table 4. 6 Grammar Oriented Instructions

Eight items were designed to gather data on teachers’ responses to the grammar oriented classroom instructions. The teachers’ response to each instructional item is presented.



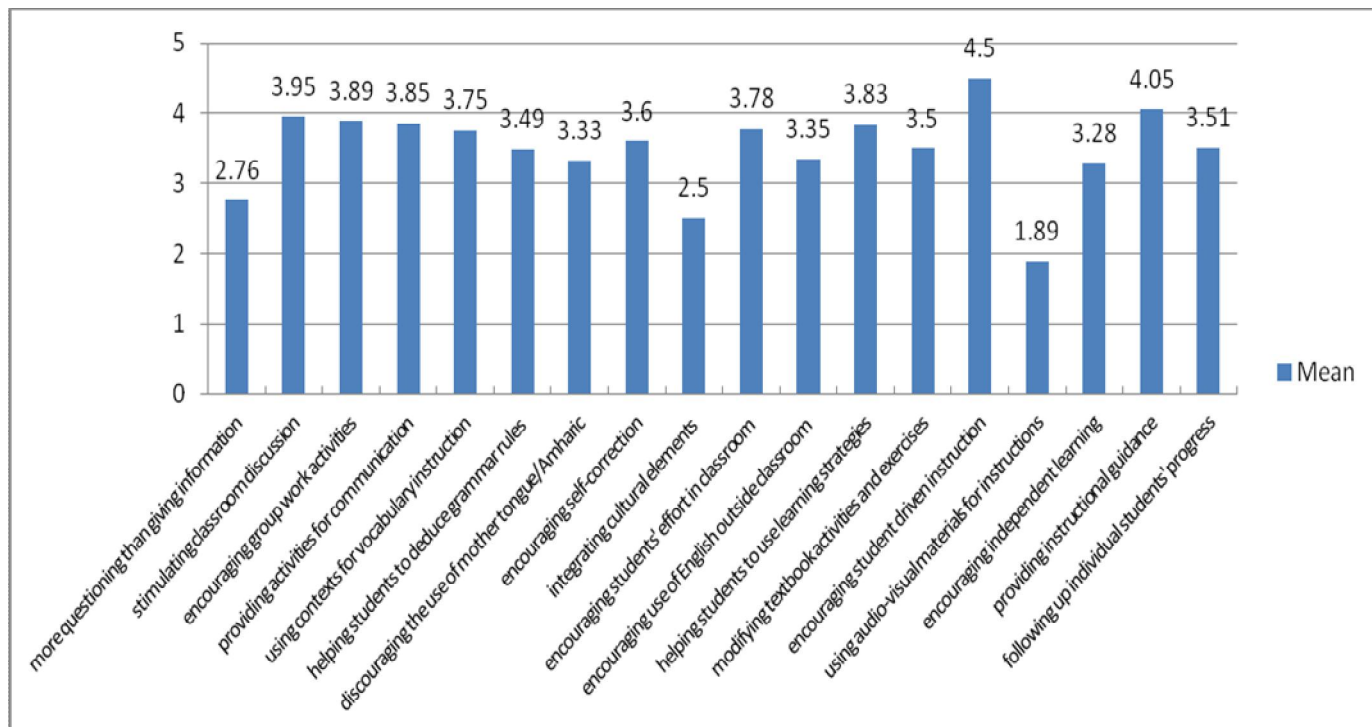
As table 4. 6 showed the teachers’ mean responses to three items indicated frequent classroom practices (Mean, 4.08, 3.66 & 3.90). That is, the teachers reported that they commonly undertake, in their classrooms, the instructional activities like textbook and teacher generated exercises. They also responded that they usually take control of most of the instructional activities in which students are supposed to take a passive role in the teaching and learning process. Moreover, the teachers’ mean responses to three items show occasional classroom practices (Mean, 2.99, 3.40, & 3.49). That is, the teachers did not frequently employ, in their classrooms, the instructional activities such as lecturing, making explanations and presenting grammar items.

Generally, the teachers’ mean responses to majority of the instructional items indicated the teachers’ infrequent classroom practices of the grammar focused activities. This implies that the teachers were not commonly applying the grammar oriented instructions in their

classrooms. However, data from the classroom observations did not confirm this form of reported instructions in classrooms (see sec 4.3.2.4)

Table 4. 7 Communicative Oriented Instructions

Eighteen items were designed to gather data on teachers’ responses to the communicative oriented classroom instructions. Thus, the teachers’ response to each instructional activity is presented.

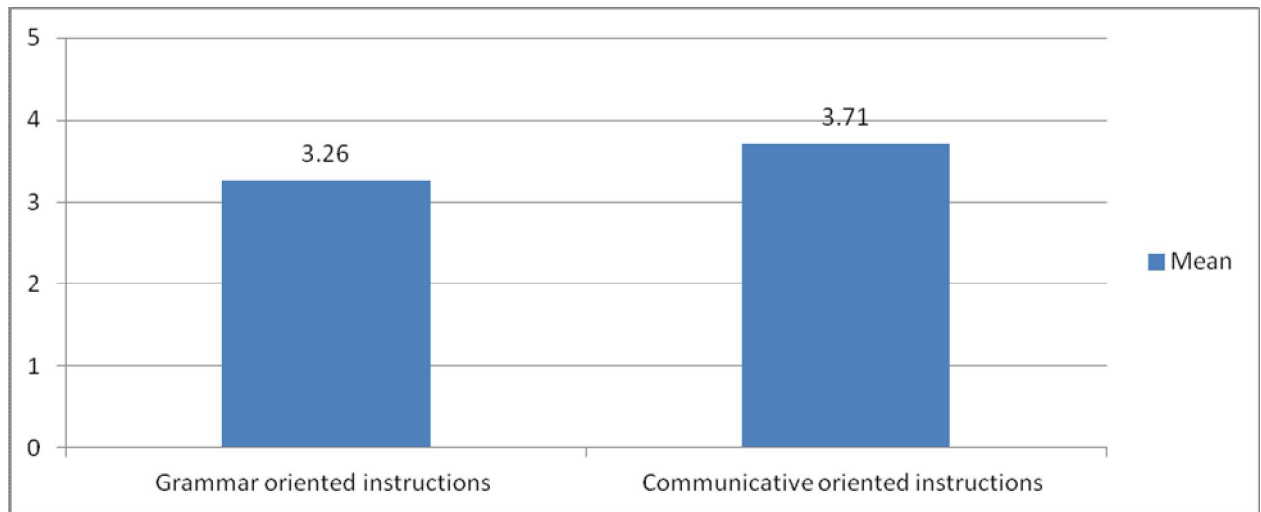


As table 4. 7 indicated, the teachers’ mean responses to majority of the items (9 items) showed frequent practices in classrooms (e.g., Mean, 3.95; 3.89; 3.83, 4.50 & 4.05). That is, the teachers reported that they usually employ most of the communicative activities in English classroom teaching. For example, they reported that they commonly used activities of classroom discussion and group work in their teaching. The teachers also responded to a few items (five items) by saying that they occasionally employed the activities in their classrooms (e.g., Mean, 2.76, 3.49 & 3.33).

Conversely, the teachers reported to two items (Mean, 2.50 & 1.89) saying that they hardly employed the instructional items in an occasional manner. That is, they rarely apply the activities of integrating culture and use of audiovisual materials in their classrooms. Generally, except these two instructional items, the teachers responded that they usually applied all instructional activities in their classroom teaching. This implies that the teachers' reported classroom instructions reflected more of communicative oriented teaching. However, the classroom observation result did not confirm such instructional report of communicative focused teaching (see 4.3.2.4).

Table 4. 8 Clustered Self-reported Classroom Instructional Practices

The table below presents the teachers' responses to their actual classroom instruction practices grouped into: grammar oriented instructions (8 items) and communicative oriented instructions (18 items).



As table 4.8 showed the teachers' self-reported summated mean response to practice of communicative oriented instructions is greater than that of their summated mean response to practice of grammar oriented instructions (Mean, 3.71 & 3.26). That is, the teachers reported that they frequently employ communicative activities in their classrooms. This means the

teachers' classroom instructions seemed to be more of communicative oriented than that of grammar oriented.

Such teachers' response of the frequently practicing the communicative activities in classrooms did correspond to their reported beliefs of communicative oriented English language teaching and learning. That is, the teachers seemed to be consistent in their responses to both pedagogical beliefs (communicative oriented English teaching and learning) and self-reported classroom practices (communicative oriented instructions). However, data from classroom observations did not substantiate this result (see 4.3.2.4).

Table 4. 9 Correlations between Teachers’ Pedagogical Beliefs and Self-reported Classroom Practices

	ETP	TOELTL	COELTL	CFs	GOI	COI
ETP	-					
TOELTL	.147 .197	-				
COELTL	.081 .478	-.262(*) .019	-			
CFs	-.011 .924	-.059 .600	.005 .964	-		
GOI	.178 .118	.406(**) .000	-.214 .056	.040 .727	-	
COI	.421(**) .000	.046 .687	-.023 .841	-.252(*) .024	.276(*) .013	-

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

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

Teachers’ Pedagogical Beliefs - (ETP: English Teaching Profession, TOELTL: Traditional Oriented English Language Teaching and Learning, COELTL: Communicative-Oriented English Language Teaching and Learning, CFs: Contextual Factors)

Teachers’ Classroom Practice- (GOI: Grammar Oriented Instructions, COI: Communicative Oriented Instructions)

Table 4. 9 indicated positive as well as negative statistically significant correlations between the teachers’ pedagogical beliefs and classroom instructional practices. For example, there was a statistically significant positive correlation between the teachers’ conception of ETP

and classroom instructions of COI (Cor. 0.421, $P < 0.05$). This implies that there was a direct relationship between the teachers' beliefs about ETP and their COI. That is, the teachers with professional conviction of English teaching were more likely to apply the communicative oriented instructions in their classrooms. There was also a statistically significant positive correlation between the teachers' beliefs about TOELTL and their self-reported classroom practices of GOI (Corr. 0.406, $P < 0.05$). This means the teachers who were adherents of TOELTL were more likely to employ GOI in their actual classrooms. In other words, the teachers tended to be more consistent with their responses to the TOELTL and the GOI. Moreover, a statistically significant negative correlation was observed between the teachers' response to the CFs and their classroom practices of COI (Cor. 0.252, $P < 0.05$). This implies that there was a negative relationship between the teachers' response to CFs on classroom teaching and the teachers' reported classroom practices of the COI. In other words, the teachers who reported frequent practices of the communicative oriented activities in their actual classrooms were less likely to report that the contextual factors affected their classroom instructions.

There were also statistically significant correlations within the categories of the teachers' pedagogical beliefs and self-reported classroom practices. For instance, there was a statistically significant negative correlation between the teachers' beliefs about TOELTL and COELTL (Corr. -.262, $P < 0.005$). That is, the more the teachers obsessed with the TOELTL, the less they became oriented with the COELTL. Surprisingly, a statistically significant positive correlation was seen between the teachers' self-reported classroom practices of GOI and COI (Corr. 0.276, $P < 0.005$). This means the teachers who employed COI in their classrooms would also use GOI in their teaching. This implies that the teachers were not only applying communicative activities but also employing grammar-focused activities in their classrooms.

Generally, the correlation coefficients indicated that there were considerable degree of relationship between what the teachers hold about English language pedagogy and what they actually implement in their classrooms. For instance, there was a direct or positive relationship between the teachers' conceptions about English teaching as a profession and

their self-reported practices of communicative activities in the classroom. There was also a direct relationship between the teachers' beliefs about TOELTL and their classroom practices of GOI. That is the teachers who are fond of the TOELTL were more likely to undertake the GOI in their actual English classrooms. However, an inverse relationship was observed between the teachers' response of CFs and their self-reported classroom practices of COI. This means the teachers who reported the teaching contexts as impediments of their classroom teaching were less likely to employ the COI in their English classrooms.

4.2.3 Summary of the Survey Results

As mentioned in the preceding sections, this survey was concerned with generating data on teachers' beliefs in relation to profession of English teaching, teaching and learning of English and contextual factors. The survey also addressed the teachers' self-reported classroom practices in terms of communicative oriented and grammar oriented instructions.

Thus, key findings revealed the teachers' strong conviction of English teaching profession and they felt that they have the required teaching capabilities and skills for conducting English teaching effectively (see table 4.1). The result also indicated the teachers' communicative oriented beliefs about English teaching and learning, and their frequent use of communicative oriented instructions in their day-to-day classrooms. Moreover, there were considerable relationship between the teachers' pedagogical beliefs and self-reported classroom practices. For instance, there was a statistically significant positive correlation between the teachers' conception of ETP and COI. That is, the more teachers' feel their sense of professionalism, the more likely to employ the communicative oriented instructions. There was also a statistically significant negative correlation between the teachers' response of CFs and their self-reported classroom practices of COI. This implies that there is an inverse relationship between the teachers' report of contextual factors and their implementation of communicative oriented classroom instructions. The last but not least, there is a statistically significant positive correlation between the teachers' conception of TOELTL and their GOI. That is, the teachers' orientation of TOELTL and their self-reported classroom practices of GOI became more consistent.

Generally, the survey data revealed three major points. Firstly, the teachers seemed to feel that they have the required professional competence for conducting English teaching effectively. Secondly, the teachers' conception of English teaching and learning and their self-reported classroom instructions seemed to reveal communicative oriented. Third, there were considerable positive and negative relationships between the teachers' pedagogical beliefs (PET, TOELTL and CFs) and classroom practices (COI, GOI). However, the qualitative data seemed to confirm only the statistically significant negative correlation result between CFs and COI. That is, the classroom observation data revealed the teachers' failure in conducting COI as they thought that there were student related and system related contextual factors affecting classroom instructions. In the following section, there are detailed discussions on this and other qualitative results.

4.3 Qualitative Results

As indicated in chapter three, this research employed pre and post classroom observation interviews, classroom observation and lesson plan instruments of data collection for further investigation and analysis of teachers' pedagogical beliefs and classroom practices. Thus, following are the results of these instruments.

4.3.1 Data from Interviews

The researcher conducted interviews of the pre and post classroom observation with the four teachers (see 3.2.1) about pedagogical issues raised in the questionnaire. In analyzing the collected data, the four teachers were assigned with names of Teacher 1, Teacher 2, Teacher 3 and Teacher 4 based on their turn of interview. Thus, responses of the four teachers are organized based on major points raised during the interview: teachers' conceptions about English teaching profession, teachers' beliefs about English language teaching and learning, and teachers' response to their classroom instructions and the contextual factors.

4.3.1.1 Teachers' Conceptions about English Teaching Profession

In order to have a closer understanding of the teachers' feelings towards the profession of teaching English, the researcher posed a few questions on interest, opportunities and challenges the four teachers find in their English teaching profession. All of them reported that they were very much interested in the English teaching profession. Three of the teachers also noted that the field of English teaching was their first choice when they were at universities and colleges. One of them, Teacher 3, added:

I chose to become an English teacher and I like the profession very much mainly because my high school English teachers whom I admired them had helped me develop positive attitude towards the subject (English) as well as the profession, teaching. (T3 I, Nov 21, 2011)

In other words, the teacher stated not only his interest in the English teaching profession but also his motivation behind his decision in joining the profession. Moreover, Teacher 2 tried to reason out why he liked the English teaching profession, "I like the profession very much because when I help students learn the language and when I see that students are changing, I get a lot of satisfaction" (T2 I Nov 21, 2011). That is, the teacher's interest in the profession seemed to be derived from his own feelings or satisfaction of observing students' academic progress. Similarly, Teacher1 expressed his feeling towards the profession:

+ ^ " Ó > ' @ u x U > ' Ç K G & u = ç ' G < M Ñ > ? > " É f S ^ S ` Á Á ` Ó G M & G < M Ñ > ? > " É } ' w Á Á ` Ó G M & > " Á Ñ " u ^ c < T " U d Á ' ' w l & ' é G < ' I ^ " > = U } Á ` Ñ ' < ' ' < & > " + ^ " Ó > ' @ u x U & > ã L ã j > = f

[I like teaching very much because it makes you always engage in researching, it makes you engage in studying; moreover, teaching by itself gives you freedom and you run it freely. Then, I like teaching very much.] (T1 I, Nov 21, 2011).

However, all of the teachers feared that they would lose interest in the profession because of the prevailing misbehavior of students. The teachers noted that most students were attending classes with little motivation for learning. One of the teachers, Teacher 1 further mentioned a common conception of students and sometimes they spoke it out when they were asked

why they did not get into their study “S ” Óef u¼x} ‘ ‘ < ¿’>y` e+ >¼Ñ’ v ÁK’’ < > =¢& K¢” ÊT>¼U dÃJ ” > =-” KT eÑvf ‘ ‘ ‘ <” [The government is aggressively expanding constructions throughout the country not for condominium purpose but for universities, and we would join them regardless of the academic effort we have!] (T1 I, Nov 21, 2011). That is, students knew that they were going to join higher institutions without working hard at schools since they were very much needed by the government for filling out the existing universities extensively expanded within a few years. Thus, according to the teachers, most students did not seem to be managed by their respective teachers, and the teachers seemed to face some form of frustration in staying in the profession (English teaching) with interest.

Moreover, all of the teachers felt that they had the required teaching skills and proficiency for helping students learn English better. However, they still felt that there were a lot to work hard in improving their skills of teaching and language proficiency, and yet they believed that conducting English language teaching in their high school could not demand them more than the teaching skills and competence they have already developed through academic and work experiences.

Generally, all of the interviewed teachers seemed to believe that they had the required level of interest, teaching and language skills for managing the practice of English language teaching effectively. Surprisingly, this teachers’ response does not reflect the commonly held perceptions of high school teachers’ professional incompetence and disinterest. The classroom observation data also hardly confirmed the professional competence and confidence the teachers thought to have (see 4.3.2.4).

4.3.1.2 Teachers’ Beliefs about English Language Teaching and Learning

The researcher addressed the four teachers with various questions concerning effective ways and processes of teaching and learning English language. The teachers reflected similar views about English language learning and they showed a slight difference in their responses to approaches to English teaching.

Concerning the process of learning English language, the four interviewed teachers pointed out the significant role of active participation in classroom instructions for students' success in learning the language. For example, Teacher 2 noted, "to learn English effectively, I believe that they (students) should be very active; active participants in group activities, in pair work". (T2 I, Nov 21, 2011). The other teacher, teacher 1 also said, "Learners must be alert to learn the lesson, they should practice the language" (T1 I, Nov 21, 2011). In other words, the teachers seemed to believe that in order to learn English successfully students had to involve actively in classroom activities and exercises.

Classroom participation in the teachers' conception also refers to students' effort in making use of any kind of learning activities undertaken in the classroom for practicing the language. The teachers further noted that in order to facilitate students' English language learning there should have a meaningful learning environment where students could make interactions with the language. Even one of the teachers, Teacher 4, referred to the importance of learning strategies students needed to use in learning English. That is, the teacher felt that students had different strategies for learning the language: some of them would like to learn the language through reading texts, and some others may prefer interactions to text based reading and writing activities. Thus, he noted that students should identify their chosen strategies and employed them in the process of learning English. Generally, all of the teachers seemed to believe that students learn English language effectively through active participation and meaningful interactions in classroom instructions.

However, the teachers did not give a similar response to the question of which areas of the language (e.g., grammar, vocabulary, speaking, listening, etc) students need to practice. Two of them (Teacher 1 and Teacher 4) believed that students had to practice all of the language skills (such as speaking, reading, writing, and listening) and the sub-skills (e.g., grammar and vocabulary) in an integrated manner. Thus, such teachers' conception of skills integration for students' practice of the language in a meaningful situation seemed to reflect the underlying principles of language learning in the communicative language teaching.

The other two teachers (Teacher 2 and Teacher 3) had a different view in relation to the areas of language focus students needed to practice for learning English effectively. For example, Teacher 2 believed that students should give more focus on learning English grammar than working on exercises of the language skills and vocabularies. The teacher noted that students had to learn grammar and give more time for mastering it in order to have a good command of the language. The teacher further explained the significant role of learning grammar rules in language learning:

In my opinion grammar is very important, because students can effectively convey their ideas; knowing the rule may enhance their confidence whenever they are communicating with other people. You know ... eh for instance, if they know the different between the simple present tense and the past, they can know where to use them and how to apply them. (T2 I, Nov 21, 2011)

In other words, the teacher seemed to mean that students' knowledge of grammar rules could help them express their ideas and develop confidence in their interactions using English language.

Teacher 3, on the other hand, believed that students should focus on learning English grammar and vocabulary because as he noted, these two language components constituted the basic structures of the language. Even he felt that students could develop their communication skills mainly through acquiring a sufficient amount of vocabulary and grammar items:

having adequate amount of English vocabulary and basic awareness of its grammar can make students communicate better; I mean, they can write and speak very well; these language skills can be developed through practice and what students need to focus is on the grammar and vocabulary part of the language. (T3 I, Nov 21, 2011)

In other words, the teacher believed that students had to give more attention to learning English grammar and vocabularies through which they could express their ideas effectively. This could imply that helping students develop their knowledge of grammar and vocabulary enabled the students develop other language skills (e.g., speaking and writing).

The teachers' responses to questions about effective ways of English language teaching were nearly similar. The three teachers (Teacher 1, Teacher 2 and Teacher 3) said that English teaching had to involve students' use of the language for communication. They thought that teachers should conduct 'student-centered' instructions in their English classroom. Student-centered, in the teachers' conception refers to a classroom instruction that enforces student participation. For instance, two of the teachers tried to elaborate a student-centered instruction as follows.

Teacher 2

Generally speaking, I can say student-centered way of teaching, you know centering students in the learning process; it is very important in a class where students may not use English to improve their speaking and other skills...teachers should bring materials like puzzles or texts to provide students with activities to use the language. (T2 I, Nov 21, 2011)

Teacher 3

Student-centered instruction, in a sense, is helping students use the language; that means helping students participate in the classroom. Especially, when you teach the grammar, simple present tense, first you have to ask them the structure, the rules and let them tell you the sentence. That means you are not in a way for dominating the classroom. (T3 I, Nov 21, 2011)

In other words, the teachers considered student-centered classroom instructions as a means of providing students with more opportunities for using or practicing the language in the classroom. Teacher 1 also acknowledged the communicative language teaching as the most effective way of teaching English. He noted that communicative language teaching could help teachers involve students in classroom activities. Therefore, the three teachers' conception of effective ways of English teaching, in one way or the other, reflected some aspects of communicative language teaching.

However, the remaining teacher, Teacher 4, thought that every language teaching method (e.g., grammar translation, audio-lingual, communicative language teaching, etc) had its own appropriate place in classroom instructions. The teacher believed that using a particular teaching method should depend on the type of learners, contexts, and lessons; and he

suggested that teachers could use any teaching strategy or method that they thought was appropriate for a particular lesson. He further elaborated his ideas, “teachers can use audiolingual method for vocabulary lessons, and they can also use grammar based teaching for adult students” (T4 I, Nov 21, 2011). In other words, the teacher generally believed that every teaching method had its own helpful contributions to students’ learning when one used it appropriately, mainly based on the type of students, teaching contexts, and lesson activities.

Generally, the teachers’ response to effective English language teaching and learning revealed two major points. Firstly, all of the teachers believed that students could successfully learn English when they actively participate in classroom instructions and when the teachers helped students practice the language or use the language for interactions. Secondly, though Teacher 4 acknowledged the other methods, all of the teachers seemed to consider the communicative approach or they call it student-centered instruction as effective method of teaching for involving students in the classroom interactions.

4.3.1.3 Teachers’ Response to their Classroom Instructions and Contextual Factors

The four teachers’ responses to classroom instructions and teaching contexts are similar. All of them responded that despite the contextual factors, they tried to apply in their classroom the teaching tasks and activities that they thought were important for students’ language learning. For example, Teacher 1 said that he tried to make his teaching more communicative:

more or less I am doing my level best in applying communicative approach in the classroom since I believe that communicative approach is an effective teaching method for students’ language learning. Actually, I am not always employing communicative activities, when I believe that grammar is very important for students, I follow my way to teach grammar. So, I may not always apply communicative approach in the classroom. (T1 I, Nov 21, 2011)

That is, depending on his judgments about students’ language needs, the teacher seemed to

have sufficient pedagogical freedom to employ either communicative or grammar oriented activities in his classrooms. Paradoxically, the classroom observation data revealed his textbook led instructions dominated by loud reading textbook instructions and posing individual items to a few volunteered students (see 4.3. 2.2.1).

In fact, in the post observation discussion, the teacher tried to reason out why he failed to make his lesson participatory and interactive among students:

There are many students who do not understand the subject matter and in addition, some students do not have motivation. So they do not give attention to their lessons. Therefore, enforcing those who do not have interest and understanding to the subject matter seems to me that students may dislike the lesson and may have negative attitude to me. (T1 p ob I, Dec17, 2011)

The teacher seemed to say that even though he was well aware of students' poor academic background and motivation, he was not interested in giving them more follow up and encouragement for better academic progress in general and for English language proficiency in particular. Moreover, the teacher's justification on his actual classroom practices seemed to reveal his lenient instructional behaviors. That is, what was important for the teacher was not creating a classroom atmosphere that involved students in the teaching and learning process, but following the routine patterns of instruction that may help him ensure the smooth flow of teaching and learning process.

In the post observation discussion, the teacher further rationalized his failure involving more students in classroom practices by raising the school's management problems. He noted that teachers were not allowed to take serious measures or punishments against students' misbehavior. In relation to this, the teacher stated one particular incident he faced when he tried to take measures on students who did not come to class with their textbooks:

ከት/ቤቱ ማኔጅመንት ጋር ተያይዞ ምን ገጠመኝ መሰለህ፤ ተማሪዎቼን
S êHõ > ¾Á³< G< j õM ' < > ÁMG< u¾Ñ¿?'' < w' Ó^†'' <U > "Ç" Ê<
K=cS<~ eLM%K< T U×f > M%K<U& eK²=I U" É' '' < ÁÁ` ÓG<f
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[The school system does not encourage you to follow up students closely. In relation to this, let me tell you what problem I faced when I tried to enforce students to bring their textbooks to the classroom. One day I felt that I should take measures on students who did not come to class with their textbooks though they were told to do so. Thus, I chased about seven students who did not have textbooks, out of my classroom; but after a few minutes, the school unit leader came to my classroom and ordered me to let them attend the class. Thus, I did let them attend the classroom.] (T1 p ob I, Dec17, 2011)

That is, the teacher seemed to say that the school did not give teachers freedom and empowerment for managing students effectively during classroom teaching. This could also exert impact on the teachers' effort in organizing participatory classroom instructions.

Teacher 2 also responded about his actual classroom instructions that he was trying his best to help students use the language:

I try to help students' develop their speaking skills, you know to the best of my knowledge, I want them to use the language, whether they are right or wrong; I encourage them to speak, because you know I believe that encouraging is very important for human beings, even not only for human beings but also for animals. (T2 I, Nov 21, 2011)

In other words, the teacher noted that he tried to encourage students to use English in their classroom interactions during his teaching since the teacher believed that students could develop their language proficiency through practicing the language for communication. Besides, the teacher believed that students could use the language in their classroom interaction when there was a non-threatening or encouraging classroom environment.

However, in post observation discussions, the teacher acknowledged his failure in involving more students in his classroom teaching and learning activities though he tried to encourage them to participate in classroom instructions. Therefore, even though giving more praises to students' classroom responses could be consistent with the teacher's beliefs about the value of giving encouragement for students' active participation in the classroom, there was a

considerable mismatch between what the teacher thought about effective classroom instructions (student-centered) and what he was doing in the actual classroom teaching (see 4.3.2.2.2). For example, a large number of students were observed not taking part in the teacher's classroom teaching, though he thought that he tried to involve students in his classroom instructions.

Similarly, Teacher 3 responded about his actual classroom teaching that he was trying to "make the classroom participatory by using speaking activities such as debate" (T3 I, Nov 21, 2011). However, in post observation discussion, the teacher acknowledged that he was not able to involve most of the students in his classroom teaching and he tried to give justifications:

As you saw most of the students were not interested especially in the communicative approach and even others use Amharic. I tried my best to aware my students saying that it is very important to participate in the classroom using even ungrammatical phrase or sentence. However, most of them are not volunteered to accept and follow you. (T3 p ob I, Dec17, 2011)

The teacher seemed to say that despite his efforts to involve students in the classroom instructions, most of the students were not interested in taking part in his actual classroom teaching. He also noted that grammar and vocabulary lessons were dominating his classroom teaching. The teacher further said he occasionally skipped reading and listening activities given in the textbook since students did not like to work on these activities. The teacher generally responded that using communicative activities in his classroom teaching became difficult mainly because students were too many (more than 50 students in a class) and they were not interested in such activities. Even, the teacher noted that he was forced to use Amharic language, the students' mother tongue, during classroom instructions because of students' poor English language background:

I agree with what you observed that I had been using Amharic in my instructions. This is because there would be few students understand my instruction in the target language. Despite the fact that I have to use the target language, it is only for better understanding of the points of the target language. I used to communicate in English my first class of grade eleven, but majority of the students did not follow me. Then, I was forced to use the Amharic language in my instruction. (T3 p ob I, Dec 17, 2011)

In other words, the teachers' frequent use of Amharic language in his teaching of English was not because the teacher believed that teaching students with their mother tongue could facilitate English learning, but because the students needed Amharic language for understanding his instructions or following what the teacher told students to do in the classroom.

Teacher 4 also shared the preceding teachers' ideas about problems related to involving students in actual classroom teaching. The teacher noted that students were disinterested in taking part in communicative activities of his classroom teaching and they were incapable of interacting with the language. The teacher further elaborated his ideas:

I have been bored of saying "speak in English" during group discussion but students do not do this because many of the group members are with very poor background. So, it is necessary to have them get enough input first and to establish their confidence. (T4 p ob I, Dec17, 2011)

In other words, the teacher thought that he had made his best to help students use English in classroom interactions though the students were not ready enough to speak English because of their limited language proficiency. The teacher also suggested that students had to be exposed to more input of English language for building confidence in using English in their interactions. This implies that even though the teacher attempted to help students interact with English language during his lessons, the students were not in a position to do it since they lacked the required linguistic proficiency and confidence.

However, despite the deterring effect of students' limited language capacity and interest for learning the language, teacher 4, still believed that his classroom instructions, as dominated by teacher-student interactions (the teacher asks and a student responds/answers), reflected some aspects of communicative activities. The following excerpt shows his response.

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[Researcher: In your classroom teaching, I observed more of one directional interaction, the teacher or you asked and a student responded...

Teacher 4: Yes,

Researcher: There was such kind of interaction. So do you think this could be a communicative focused instruction?

Teacher 4: It may not be the whole aspects of communicative instruction, but it is part of it. What is...questioning and ... this is one aspect. The communicative approach has many aspects and this is one aspect of the communicative approach.

Researcher: I understood from your response, if you remember, to your previous interview, you have a meaning focused pedagogical interest to be used in classroom instructions....

Teacher 4: Yes,

Researcher: So do you really employ it in your classroom teaching correctly?

Teacher4: Yes, I think. Meaning focused is, in fact, to mean communicative focused, but I am not applying the communicative language teaching in the way I want to. I could not make students interact with each other, I tried it many times, but they could not do it. As you observed, they interact with Amharic. They could have learnt a lot by interacting with one another. They all have similar level of

understanding and language capacity, and then they cannot communicate with the language. Thus, it is difficult to say my classroom instruction is very communicative, but it is part of communicative, the simple aspect of it.] (T4 p ob I, Dec17, 2011)

The teacher tried to argue that his classroom instructions could reflect simple aspects of the communicative language teaching. However, he also noted that he was not applying the communicative approach in the way he wanted since students did not have the required level of English proficiency and learning interest as well as their frequent use of Amharic in their classroom activities.

Thus, all of the teachers seemed to believe that they made considerable efforts for helping students use English during classroom instructions. However, more students were not taking part in each teacher’s classroom instructions because the teachers believed that students were not only unwilling but also incapable of interacting with English during instructions. Therefore, the teachers seemed to justify such mismatch of pedagogical claims and classroom instructions by referring student related contextual factors. That is, the teachers noted language learning incompetence and disinterest of their students affected the teachers’ efforts to create interactive classroom teaching and learning.

Besides, all of the teachers shared Teacher 1’s further explanations on why students became a major deterring factor for making their classroom instructions interactive and participatory:

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[Most students here in grade ten, grade eleven do not have considerable level of academic background. They were just made reach these grade levels without knowing basic elementary skills (e.g., reading and spelling). Therefore, if you try to force them to involve in working out the textbook

exercises in the classroom instructions, they cannot manage it and will rather fight against you.] (T1 p ob I, Dec 17, 2011)

That is, the teacher noted the students' poor academic background as the major resource of students' inattentive behavior in classroom instructions. He also referred students' aggressive reactions against the teachers' possible attempts of forcing them to become involved in the teaching and learning process.

The other teachers also agreed to what teacher 1 noted above and they felt that the existing poor academic background of students could not be solved by the teachers' effort with such tight instructional program (a forty-minutes period of five contacts per week). They noted that the students' academic background or linguistic input was so limited that the teachers could not help students manage the textbook activities and exercises with in the given semester.

Therefore, one of the major concerns of the teachers seemed not only helping students participate in classroom instructions but also maintaining instructional conformity with established behaviors of most students in the classroom (routine pattern of instructional tradition). This implies that students seemed to exert powerful pressure on shaping the teachers' instructional behaviors in the classroom. As Borg (2006) noted, in order to maintain the smooth flow of classroom activities in the teaching and learning process, teachers usually developed instructional routines. He further stated, "during these routines, teachers seek cues by observing learner behavior in order to decide whether the routines are working as planned or whether an alternative is necessary" (2006:11). That is, teachers intended to select and use tested classroom instructional behaviors that enabled them to survive in the required world of teaching and learning.

Similarly, the teachers, in the present study seemed to adjust their classroom instructions partly based on most students' distorted instructional interests (e.g., lenient teacher behaviors). Therefore, as the teachers noted, students could be one major problem for managing classroom instructions in a communicative and interactive manner.

further articulated a problem he faced when he tried to monitor individual student's homework: "When I began to assess exercises of individual students for checking up their homework, a few students hit their desks and shouted over me, 'how many chapters are you going to teach us in such time consuming feedback?'" (T4 p 0b I, Dec 17, 2011). The other teachers also shared this story and they felt that they could not satisfactorily run their classroom instructions based on their pedagogical intentions since they were imposed by requirements of the school system (covering the textbook activities and exercises) and university entrance exam oriented instructional interest of students.

A similar wash back effect of school exams on the teachers' innovative classroom instruction (using stories for teaching English) was observed in Lugossy's (2006) study in Hungary. The study revealed that while the final examination was dominated by grammar and form, both teachers and students worried about wasting of time in working with classroom activities related to stories, which were not directly considered in the exam. The Author, thus, commented:

"teachers are held accountable for student learning which is measured by achievements on standardized assessment instruments, makes it understandable that they would much rather teach content involved in these tests than something that is not directly tested, even if the latter may offer more satisfaction and gains for both teachers and students".
(Lugossy's , 2006:340)

Similarly, the teachers in this study seemed to face the incompatible nature of university entrance examination with the required mode of classroom instructions (communicative focused, student-centered).

Moreover, the teachers stated, in the post observation discussion, the school management system did not give more concern with practical problems directly related to the classroom teaching and learning process. The teachers felt that the management largely focused on maintaining non-academic disciplines (e.g., punctuality for occasional meetings, obedient

and participatory in extracurricular activities) in the school environment. They noted that the school had no strong regulations that could enforce students focus on their learning tasks and do what their teachers give them to do. The teachers further pointed out that the management system evaluated teachers' efficiency not based on what really teachers did for students learn better, but based on how many students of the teachers promoted from one grade level to another. Even the teachers noted such evaluation system forced them to make their assessment more artificial. As a result, most students were made promoted from one grade level to another without having the required academic progress.

Paradoxically, the teachers felt that all of the concerned parties (like school directors, unity leaders, department heads) were well aware of the problem on evaluation system. That is, the management members knew that most of the students in the school were not benefiting from the teaching and learning process except counting their grade levels. For example, the teachers noted that the school system has introduced the idea of 're-exam', they also called it 'mabqate' or 'capacitate', for students who did not have a pass mark. As they explained, the real purpose of giving students a 're-exam' was not to assess the students' capacity and give remedial instructions that could help them improve their capacity but to let students promoted from one Grade level to another. Thus, whenever a teacher took a decision based on the students' result of re-examination and he/she did not let them pass, the teacher would be called upon and advised to understand the working meaning of 're-examination' (i.e., giving students a pass mark in the name of re-examination). Generally, as the teachers noted, the school system seemed to focus on increasing the number of students promoted from one Grade to another despite students' lack of success in bringing about the required academic change of behavior.

Generally, the teachers' response to their classroom instructions and contextual factors reflected two major dimensions. First, the teachers thought that they were employing the teaching methods or strategies that they felt were effective for students' learning. For example, they noted that they were trying to help students use or speak the language during classroom instructions because they believed that students could learn English better by practicing it in communication. Second, the teachers were more worried about the

challenges they faced in applying their own pedagogical beliefs (communicative language teaching) in classroom instructions. For example, all of the teachers felt that students were not capable and willing enough for participating in communicative activities in the classroom. Therefore, given the contextual factors exerting impact on classroom teaching, the teachers were hardly employing their pedagogical beliefs in classroom instructions. In fact, the classroom observation data (see 4.3.2.4) indicated the teachers' attempt to set up communicative oriented instructions. For example, all of the teachers were observed in saying, "get in to groups and discuss the exercise". However, the question was how that could really prove the teachers effort in involving students in their classroom activities, and then employing communicative language teaching in the classroom. Hence, despite the teachers' intentions as expressed in words "get into groups, discuss the exercise with your friends", the actual classroom instructions seemed to be dominated by interactions of teacher questions and a few students' responses (see 4.3.2. 2).

4.3.1.4 Summary of the Interview Data

The four interviewed teachers reflected conceptions they hold about English teaching profession, effective methods of English teaching and learning as well as instructional practices they usually employed in their classrooms. The teachers also raised some contextual factors they faced in their classroom instructions.

All of the teachers felt that they liked the English teaching profession and they believed that they had the required teaching skills and language proficiency for conducting classroom teaching effectively. The teachers also believed that students had to practice the language for learning it successfully. The teachers, however, differed in their suggestions of the language areas that students needed to focus on. The two teachers felt that students should give equal focus on all language skills (e.g., speaking, reading, grammar) and items for practicing the language. One of the two remaining teachers said that students had to give a special focus on grammar and vocabulary in their learning. The last, but not least, teacher suggested that students should give more priority to grammar in learning English effectively.

All of the teachers, indeed, believed that teachers should conduct student-centered instruction for helping students learn English better. Even the teachers responded that they all tried to employ student-centered or they called it communicative approach in their actual classroom instructions. However, they reported that contextual factors such as students' poor linguistic capacity and misbehavior, large class size and inadequate teaching and learning materials, little support and encouragement from the school management exert considerable pressure on their actual classroom instructions.

Generally, the teachers thought that they were professionally competent and confident in employing communicative language teaching that they thought was effective for students' success in learning English. However, the teachers acknowledged challenges they faced from the contextual factors during their actual classroom teaching, and thus, they did not seem to employ their pedagogical beliefs in classroom instructions successfully.

4.3.2 Data from Classroom Observation

4.3.2.1 Physical Conditions of the Classrooms

Seventeen classrooms were observed in the school, and all of them shared some common features. For example, all of the rooms were constructed in blocks situated separately a few meters apart from each other. All of the rooms had almost an equal size and a rectangular shape with more space for moving around for teachers and students. Moreover, the rooms had no curtains of their windows, and that may affect students' attention during teaching and learning process. Even all of the rooms had almost equal number of desk chairs placed in nine to ten rows with four columns, and single desk seat of three students. Each desk had also a box for students' cases and textbooks. The rooms could generally accommodate fifty to sixty students though the actual number of students was not more than fifty to fifty-five.

All the rooms were quiet ventilated though they were full of dust and other particles on their floors. There were also writings here and there in English and Amharic on the wall of almost

all of the classrooms. One of the writings, for instance, read, “Everyone should have a vision to become successful”. Even few scripts signaled taboo words and they may encourage disrespect of culture and traditions. Despite such defects, all the rooms seemed to serve their purpose effectively. However, the researcher observed one major problem especially on the nature of students’ seats. That is, students were made to sit facing towards the blackboard. This seating arrangement, then, may enforce students to depend on teachers’ presentation, explanation, feedback and comments. That is, students’ collaboration and cooperation would be limited in the course of classroom instructions because of the seating arrangement; and students’ number (about 45 to 55 students) could be a major problem for conducting student-centered instructions.

4.3.2.2 Brief Report of Teachers’ Lessons

In order to show a general framework for each teacher’s instruction, a brief report of each lesson observation is given before analysis and evaluation each teacher’s classroom instruction.

4.3.2.2 .1 Teacher 1’s Lessons

The researcher conducted classroom observations in teacher 1’s classrooms of five different lessons and each lesson is reported briefly.

Observation: one

Grade: 11 ‘A’

Lesson topic: asking for and giving directions

The first lesson was speaking mainly focused on ‘asking for and giving directions’. The activity was based on students’ textbook and was presented in the form of role-play. In the textbook, there is a map of road networks of Addis Ababa and based on this map, students were required to identify specific locations of different places like Zewditu Hospital, Tikure Ambessa and Minilik Hospital. Thus, the teacher tried to explain students about the given map by referring it from the textbook and ordered students to act out the role-play by getting

into groups of three or more. However, more students looked confused and did not have more attention to the activity. Even they do not have textbooks to work on the activity. The teacher moved around the class and after about fifteen minutes, he made a pair of volunteered students perform a dialogue of asking for and giving directions for about two minutes. Then he closed the lesson.

Observation: two

Grade: 12 ‘H’

Lesson topic: vocabulary exercise

The second lesson was vocabulary exercises conducted for homework and class work. The exercises were from the textbook. The teacher gave brief explanations on instructions of the homework exercise and ordered students to compare their answers with their friends. Only a few students were discussing with a mix of Amharic and English language on the answers of the exercise. The teacher moved around the class for a few minutes and got into work on discussing the exercise with a few volunteered students in a form of question and answer (i.e., the teacher asks and a student responds). Then he moved on to the next similar exercise, matching vocabularies. He gave students a few minutes to work on the exercise; then, he discussed the answers for the exercise with a few students in the way he did in the preceding one, and announced the end of the lesson.

Observation: three

Grade: 12 ‘I’

Lesson topic: discourse markers

The third lesson was on three exercises from the textbook. The first was homework exercise on a structure of ‘discourse markers’. The exercise required students to fill out blank spaces of items or sentences with correct discourse makers. He explained students briefly about the purpose of discourse markers (e.g., however, moreover, therefore, etc) and discussed answers for the exercise items together with a few volunteered students. Then, he moved on to the second related exercise, speaking. Students are required to give responses to a couple of items that probe their own experience about moral values. The teacher read the instruction of the exercise and ordered students to discuss on it by getting into groups. However, most

students did not give him attention and did not have textbooks. After about five minutes the teacher discussed the answers for the exercise together with a few volunteered students, in a form of question and answer (i.e., the teacher asks and a student responds). Then he moved on to the third exercise that was similar to the second one. In the third exercise, the teacher simply invited students to work on it for a few minutes and he discussed the exercise in a way he did in the preceding exercise. Then he closed the lesson.

Observation: four

Grade: 12 ‘H’

Lesson topic: speaking, argument for China’s one child policy

The fourth lesson was speaking, talking on argumentative issues given in the textbook. There were about five to seven statements on China’s population policy and related matters. Then, though most of the students were not attending the activity attentively, the teacher tried to help students argue for or against each statement by writing statements one by one on the black board. He just wrote the item on the black board and requested the students to discuss themselves on it for a few minutes. Then he discussed each of the items together with a few volunteered students or he inquired volunteers to respond to the discussion points. After finishing such exercise, the teacher moved on to the next related exercise. That is, expressing ‘regret’ by using ‘wish’. He tried to help students make sentences using ‘wish’ for about five minutes and went on to the last exercise of the lesson, ‘talking about ones upbringing’, but immediately the class period was up and the teacher announced the end of the lesson.

Observation: five

Grade: 12 ‘I’

Lesson topic: reading, assessment

The last and fifth lesson was assessment. The teacher gave students a quiz on reading comprehension skills and tried to work out another exercise from the textbook. First, he wrote the topic of the lesson, assessment, on the black board and distributed a piece of paper with a page long reading passage. Then, he instructed students to write answers, on a piece of paper, for reading questions given in their textbook on page 29. Most students seemed

confused and frustrated. They gazed at the reading passage. The teacher was moving around and he sometimes, said, “Read it silently, no need of talking...” The class was a bit quiet and after about twenty minutes, the teacher invited them to move on to the next exercise from the textbook. However, the students have not yet finished the reading assessment. Then, the teacher was forced to wait for them finishing the test and he collected the students’ paper right before the end of the lesson. As the period was over, the teacher could not do another exercise next to the assessment though he intended.

4.3.2.2 Teacher 2’s Lessons

The researcher conducted only three classroom observations of the Teacher 2’s lessons and each lesson observation is reported briefly.

Observation: one

Grade: 12 ‘A’

Lesson topic: reading comprehension, The English Language

The first lesson was reading comprehension of the passage, ‘The English Language’. The teacher announced the lesson topic and wrote it on the blackboard. He briefly discussed the importance of learning English and invited students to discuss three pre-reading questions from the textbook. Then he moved around the class for a few minutes and came back to discussing on the given questions together with a few volunteered students. Next, he required students to work on vocabulary exercise by reading the passage once again. Thus, he moved around the class, tried to involve students in doing the activity, but some students did not seem to have attention to the lesson. After a few minutes, the teacher asked students to discuss their answers together with him. They did it and he closed the lesson.

Observation: two

Grade: 11 'B'

Lesson topic: vocabulary, using words in context

The second lesson was a vocabulary, 'using words in context'. The teacher wrote the topic on the blackboard. He gave examples of collocation words on the blackboard and explained how they could be used in sentences for a few minutes. Some students were taking notes and others were interacting each other about something else. Thus, the teacher asked students to get into groups and work out the vocabulary exercise given in the textbook. Then, he moved around the class and supervised students' involvement, but more number of students did not seem to work on the exercise. After a few minutes, the teacher requested students to discuss the given exercise together with him. He asked each question to the whole class and a few volunteered students gave him answers for individual questions until the end of the exercise. The teacher also complements the students responses by saying " good and very good" . Thus, the teacher announced the end of the lesson.

Observation: third

Grade: 9 'F'

Lesson topic: passive construction

The last and third lesson was on passive construction. The teacher announced the topic of the lesson and wrote it on the blackboard. He asked students to remind him about the previous lesson, but he did answer himself. Even he spent more minutes in giving explanations about active and passive voice sentence constructions. He asked a few oral questions to give him examples of active sentences, but he did give them examples on the blackboard. Then, he required students to get into groups and work on an exercise given in the textbook. Nevertheless, there were only a few textbooks for students to work on the exercise. Thus, more students did not seem to work on the exercise. After some minutes, the teacher asked students to discuss the answers together with him. He did it with a few volunteered students and closed the lesson by giving a summary of the day's lesson.

4.3.2.2.3 Teacher 3's Lessons

There were six lessons observed in the Teacher 3's classroom instructions and each lesson observation is reported briefly.

Observation: one

Grade: 11 'E'

Lesson topic: language pattern (pronouns)

The first lesson was on pronouns. The teacher wrote the topic, 'pronouns', on the blackboard and asked students about the function of pronouns. A volunteer gave the teacher response, "replace noun" and the teacher further explained the characteristics of pronouns for some minutes. Thus, he asked students to take out exercise book and dictated them on types of pronouns. Then, he asked them to copy notes from their textbook. However, more students were not involved in the activity. The teacher moved around and gave directions to students who wanted help. After a few minutes, he gave further explanations and examples by writing on the blackboard until the end the lesson.

Observation: two

Grade: 11 'D'

Lesson topic: pronouns

The second lesson was on pronouns, 'homework exercise'. The teacher inquired students, whether they did homework or not. A few students gave him sign of confirmation and he asked students to take out their exercise book for discussing their answers together with him. Before that, he spent a few minutes in giving explanations about reflective pronouns. Then he began to discuss answers for the homework exercises together with a few volunteered students and spent the whole period by giving further examples writing on the blackboard from his own for the answers students provided. Then, he closed the lesson. The third lesson was on 'present perfect and simple past'. The teacher wrote the lesson topic on the blackboard and asked students about the previous lesson, but he did not give them time to respond him. He just began to lecture the features of present perfect and simple past tense. He spent a few minutes in giving examples orally and writing them on the blackboard. Then,

he asked students to work on the textbook exercise and he moved around the class, supervised a few students' work. However, more students' attention did seem to be out of the lesson. After a few minutes, the teacher came back to the given exercises and discussed their answers together with a few volunteered students until the end of the lesson.

Observation: three

Grade: 11 'G'

Lesson topic: present perfect and simple past tense

The third lesson was reading comprehension. The teacher wrote the topic of the lesson, reading comprehension on the blackboard and gave a brief lecture on the previous lesson, 'expressing regret'. He made a few students construct examples using 'wish' and 'could' for a few minutes and asked students to discuss the homework exercise together with him. He did it with a few volunteered students quickly and moved on to the reading comprehension. He just asked students to read three argumentative sentences and try to paraphrase them orally. Thus, he moved around the class for a few minutes and came back to working on the exercise together with a few volunteered students. He did it one by one and asked students to move on to the next vocabulary exercise and try to do it by themselves. Then he called upon volunteers to discuss the answers for the vocabulary exercise and did it until the period ended.

Observation: four

Grade: 12 'C'

Lesson topic: reading comprehension

The fourth lesson was reading comprehension. The teacher wrote the topic of the lesson, reading comprehension on the blackboard and gave a brief lecture on the previous lesson, 'expressing regret'. He made a few students construct examples using 'wish' and 'could' for a few minutes and asked students to discuss the homework exercise together with him. He did it with a few volunteered students quickly and moved on to the reading comprehension. He simply asked students to read three argumentative sentences and try to paraphrase them orally. Thus, he began to move around for a few minutes, and came back to working on the exercise together with a few volunteered students. He did it one by one and asked students to

move on the next vocabulary exercise and try to do it by themselves. Then he called upon volunteers to discuss the answers for the vocabulary exercise and did it until the period ended.

Observation: five

Grade: 11 'G'

Lesson topic: expressing opinions (agreement/disagreement)

The fifth lesson was 'expressing opinion'. The teacher wrote the topic on the blackboard and asked students to discuss the matching exercise from the textbook together with him. He briefly explained how to do it and directly moved on to looking for a volunteered to answer the first item. He did each item with volunteered students and asked students to move on to the next exercise, learning styles. The students were required to choose their own learning styles from the given list. However, students were a bit confused. The teacher moved around and tried to direct groups of students on how to do it. More students did not seem to work on the exercise. The teacher was still coaching a group of students. He spent about fifteen minutes and the period was ended up before he came back to discuss on the given exercise. The last not least lesson was on 'expressing regret'. The teacher announced the topic of the lesson and wrote it on the blackboard. He spent more minutes on giving lectures on how to express regret by using 'wish structure'. He gave them examples from his own and from the textbook. Then he asked students to do the exercise from the textbook. He moved around the class and looked for students who needed for help. After a few minutes, he asked students to discuss the answers together with him. Then, he discussed each item of the exercise with a few volunteers and moved on to the next section, conditional sentences type 2 and type 3. He gave more explanations of each conditionals and asked students to work on the exercise. However, the class period was over and went out of the classroom

Observation: six

Grade: 12 ‘C’

Lesson topic: expressing regret

The six and last lesson was on expressing regret. The teacher announced the topic of the lesson and wrote on the blackboard. He spent more minutes on giving lectures on how to express regret by using ‘wish structure’. He gave them examples from his own and from the textbook. Then he asked students to do the exercise from the textbook. He moved around the class and looked for students who required for help. After a few minutes, he asked students to discuss the answers together with him. He discussed each item of the exercise with a few volunteers and moved on to the next section, conditional sentences type 2 and type 3. He gave more explanations of each conditionals and asked students to work on the exercise. However, the class period was almost over and went out of the classroom.

4.3.2.2 .4 Teacher 4’s Lessons

Six classroom observations were conducted in Teacher 4’s lessons and each lesson observation is reported briefly.

Observation: one

Grade: 11 ‘H’

Lesson topic: vocabulary, travel words

The first lesson was on vocabulary, ‘travel words’. The teacher wrote the topic on the black board and spent a few minutes reminding students about the previous lesson. Then he asked students about different ways of learning vocabulary. A few volunteered students responded him “contextually”. The teacher confirmed their answers and ordered them to work on a vocabulary exercise from the textbook. He just wrote the word, answers, on the blackboard and waited for students to finish the exercise by moving around the class. More number of students did not seem to involve in doing the exercise; even there were a few textbooks. After a few minutes, the teacher asked students to compare their answers with their friends. Then, he came to discuss the answers together with a few volunteered students. However, he did not finish all of the items of the exercise. He rather ordered students to take correction

by themselves and moved on to the next similar exercise. He asked students to do the exercise and moved around the class. Then, he required them to compare their answers with their friend and he began discussing answers with students. However, he did not finish it as the class period was over.

Observation: two

Grade: 12 ‘B’

Lesson topic: reading comprehension (travel and tourism)

The second lesson was a reading comprehension, Travel and Tourism. The teacher wrote the lesson topic and the pre-reading questions on the blackboard and asked students to take out their textbook for discussing the questions in groups. However, except a few, no students seemed to listen to the instruction. The teacher moved around the class for a few minutes and inquired students to discuss the exercise together with him. Then, he asked the class to respond to each pre-reading questions and he got responses from volunteered students. Thus, he asked students to read the reading passage and work out the exercise that followed. He moved around the class until he needed to discuss the exercise together with students. However, when he tried to work on the exercise together with students, the class period was over.

Observation: third

Grade: 11 ‘H’

Lesson topic: the language of meetings

The third lesson was on ‘the language of meetings’. The teacher wrote the topic of the lesson on the blackboard and asked students to take out the matching exercise from the textbook. He read the instruction and inquired students to do it first individually and their compare answers with their friends. However, more students were not doing the exercise. Even they had no textbooks and talked about something else. The teacher moved around the class and approached groups of students whenever they asked for help. Then he came back to the given exercise to discuss the answers together with a few volunteered students. He did it and required students to move on to the next related exercise, matching. He instructed to do it first individually and compare their answers each other. Then, he moved around the class

until he thought they finished the exercise. He required students to stop working and discuss the exercise together with him. Then he discussed the answers in the way he did previously and ordered students to do the next exercise. He moved around the class for a few minutes and came back to discuss the answers together with students. However, he did finish it. Then, he asked students to take correction by themselves and he announced the end of the period.

Observation: fourth

Grade: 11 ‘C’

Lesson topic: language focus

The fourth lesson was entitled, ‘language focus’ as written on the blackboard. The teacher wrote the topic on the blackboard and reminded students about the previous lesson. Then he ordered students to discuss on three items (1, 2, & 3) from the textbook exercise (B.5.1), written on the blackboard. The students were supposed to respond to the three debatable statements by saying “I agree because...” or “I disagree because...” The teacher moved around the class and tried to monitor students’ activities and he occasionally reminded students to use English in their discussion though did not do it. The class was noisy and more students did not seem to discuss about the statements. Even there were a few textbooks and students sat crowdedly around a textbook. The teacher inquired students to discuss the statements together with him. Then, he pointed at volunteered students to respond him about each statement. He then moved on to the next section, a reading text. Students were supposed to read the text and react on it orally. However, the class period was almost over and the teacher asked students to get ready for tomorrow’s group discussion

Observation: five

Grade: 12 ‘D’

Lesson topic: vocabulary, increase your word power

The fifth lesson was a vocabulary lesson, ‘increase your word power’. The teacher wrote the topic on the blackboard and asked students to take out their textbook and find the exercise. He directed students to do the exercise, categorizing words into negative and positive according to their meaning. After a few minutes, the teacher inquired students to do the

exercise together with him. Then, he asked volunteers to respond him answers for each item and he finished doing the exercise. Then, the teacher dictated vocabulary notes from the textbook and asked students to categorize the vocabularies. Most students did not seem attending the lesson. They looked tired. In the mean time, the bell was wrung and the teacher left.

Observation: six

Grade: 11 ‘I’

Lesson topic: vocabulary exercise

The six and last lesson was a vocabulary lesson ‘increase your word power – education’. The teacher wrote the topic of the lesson and asked students whether they had homework or not. A few students confirmed him that they had it. Then he directly got into discussing the homework exercise together with volunteered students. He did not allow students to give answers without raising their hands. When a student did not respond the right answer, he gave another chance for other volunteered students. After finishing the homework exercise, he inquired students to move on to the listening exercise. He asked students to take out a listening activity that required students read the questions first and fill them out after listening to the teachers’ loud reading. Thus, the teacher read the text once and asked them to do the activity. He moved around the class for a few minutes, and he discussed the answers of each item together with a few volunteered. More students did not seem to attend the classroom activities. Thus, the teacher tried to remind the day’s lesson and announced the end of the lesson.

4.3.2.3 Teachers’ Lessons Presentation, Monitoring and Discussion

The observation data revealed conceivable instructional procedures the teachers employed in their classroom lessons. These were Presentation, Monitoring and Discussion (PMD). In the presentation stage, the teachers presented what and how to do of the lesson. They informed students about lesson issues and ways students needed to work on. In the monitoring stage, the teachers tried to supervise and follow up students’ involvement in the given activity. While in the discussion stage, the teachers returned to the given activity for discussing

answers or issues together with students. The teachers occasionally employed these procedures repeatedly. That is, the procedures were made to recur until the period ends. In a particular lesson, for example, the teachers may need students to work on an exercise from the textbook. Then the teachers would inform students what and how to do of the exercise (presentation), the teachers then make follow up students' performance of the exercise (monitoring) for a few minutes and they may require to give feedback (discussion) on the exercise before they needed to move on to another exercise or activity. Thus, if there is more time for the lesson, the teachers will repeat the procedures (PMD). However, the teachers were not strictly following the sequence of these procedures and in a few occasions, the teachers conducted their lessons with only presentation and discussion stages. Besides, there were considerable variations observed among the teachers in strategies they used to employ these classroom procedures (PMD). Thus, individual teacher's application of PMD is given for a closer analysis of individual teacher's lessons and identifying instructional similarities and differences among the teachers' classroom teaching.

4.3.2.3.1 Teacher 1's Lessons Presentation, Monitoring and Discussion

4.2.2.3.1.1 Teacher 1's Lessons Presentation

As mentioned above, one of the Teachers major instructional procedures is presentation. In this stage, Teacher 1 introduces students about the activities and exercises they will deal with in the given period. He presents lesson topics taken from students' textbooks, and he explains specific instructions of the textbook activities and exercises. The following excerpts, from the three classroom observation notes, illustrated more about the teacher's presentation.

The teacher began his lesson by writing the lesson topic, 'asking for and giving directions' on the black board. He spent a few minutes reminding students about what they did in the previous lesson. Then the teacher informed students about the activity they will work on in the textbook, and explained the instruction of the activities as it was given in the textbook. That is, by looking at a picture of road networks of Addis Ababa, he instructed them how to act out the role play activity: "you start from Legahar rail way station you go to Art Kilo, look ... the map, you start from legahar you go to Zewditu Hospital, your destination is Zewditu

Hospital...” He also instructed students to get into groups of three or more and act out the role- play activity. (App. D, T1Ob1)

The teacher inquired students about the topic of the previous lesson, “what was our lesson yesterday? We did exercise one and two? Today we will continue exercise three, matching”. And he asked the students whether they did the exercise at their home. A few students nodded him. Then, he gave further explanations on the instruction for the exercise three, matching, and he said “ok, compare your answers with your friends”.

...the teacher finished the vocabulary exercise and moved on to the next section on page 18. He read the instruction and gave brief explanations about it. Then, he ordered students to work on the exercise with their partners, “work out with your partner and discuss your answers”. He also reminded them to use English. After about five minutes, the teacher asked the students to do the exercise together with him. (App. D, T1Ob1)

The teacher wrote the topic, ‘speaking, argument for China’s one child policy’, on the blackboard. Then, he revised the previous lesson, vocabulary exercise, quickly and wrote, ‘assessment, exercise 1, speaking’ on the blackboard. He also wrote a question, “1) should women stick to the traditional roles or should they have careers?” on the blackboard and asked students to discuss about it. Even he said, “I give you only four minutes to discuss”. (App. D, T1Ob1)

The above classroom observation excerpts showed that the teacher presented topics of his lessons either by writing them himself on the blackboard or by first inquiring students to remind him where they stopped last period. The teacher also mad a quick revision about the previous lesson before moving on to the present one. The main purpose of revising the previous lessons, as the teacher noted during the post observation discussions, was not only to help students consolidate their understanding of the lessons but also to make students aware about the continuation of the present lesson from the previous one. That is, the teacher noted that his teaching did not only concern students’ understanding and mastery of the language proficiency but also intended to finish the textbook activities and exercises within the semesters. The other teachers also shared this idea. Thus, making students aware of what had been done, and what was left was part of the teachers’ task in lesson presentation.

Moreover, the teacher presented the activities and exercises to students in two ways. One, the teacher simply read the instructions of the activities or exercises from the textbook to the students and gave brief oral explanations on the instructions (App. D, T1Ob1 & App. D, T1Ob 2). The other, the teacher wrote the specific activities or questions on the blackboard and asked students to discuss (App. D, T1Ob 4). In both cases, the teacher requested students to get in to groups or pairs in working out the given activities. Encouraging students to work on the exercises together with their friends was part of the teacher's attempt to make his teaching communicative. As he reported, in the interview session, he tried his best to employ communicative language teaching in his classroom instructions (4.3.1.2). However, the classroom observation data failed to reveal his interactive lesson presentations.

Thus, the teacher's major activities in lesson presentation stage included informing lesson topics to students, and giving brief explanations on them, reading instructions of activities and inquiring students to work out the exercises. Especially, giving brief explanations about instructions of activities or exercises and inquiring students to work on them was the predominant role the teacher played in the presentation phase of the lesson.

Thus, the teacher moved on to the second phase of the lesson, monitoring. However, in a few occasions like discussing homework exercises, the teacher skipped the monitoring stage of the lesson and moved on to discussion stage (discussing exercises or activities together with students). The excerpt below indicated this.

The teacher wrote the topic, discourse markers on the blackboard and he said "what is the purpose...why do we use discourse markers?" a student answered "to connect one idea to another idea"; the teacher accepted the student's response by saying "yes, to link ideas together". Then the teacher wrote 'exercise 3 matching' on the blackboard and started to read each matching items to work together with students. (App. D, T1Ob4)

In other words, the teacher seemed to rush into doing the exercise without giving students not only any kind of explanations about how students could do the exercise but also any means of opportunities to students for trying the exercise by themselves. However, in post observation discussion, the teacher noted that students had been given more discussions and explanations of the topic before they were asked to do the exercise for homework.

4.3.2.3.1.2 Teacher 1's Lessons Monitoring

In the monitoring stage, Teacher 1 tried to make students engage in activities and exercises of the textbook. He attempted to follow up and supervise students' involvement in the activities and exercises by moving around the class. The following excerpts elaborated his roles and students' participation in the given exercises.

A few students made groups with other students seating behind, but they were still using Amharic in discussing how to understand the given map and do the role play. For example, one student said to her male partner “ante eyenegerkegn newe mended yemehed ena emagegnew botawn? Woyes endetnew emiseraw?” [Is it you who tells me the ways to these places? How can I do this activity?] The class was noisy as some students talked with Amharic about things related to the given activities, and some others were wandering or looking idle and doing/talking about something else. The teacher was moving around the class, and after about 15 minutes he said, “Finished? Who can present in front of the class? Who can act out?” (App. D, T1Ob1)

Some students opened their exercise books and shared a textbook with three to six; they talked about their answers with a mix of Amharic and English. Some other students were also wandering and talking about something else. The teacher was moving around the class and he seemed to follow up students' performance of activities. After about ten minutes, the teacher wanted to discuss answers for the exercise together with the students and he just said, “Let's see together?” (App. D, T1Ob2)

Most of the students seemed not ready for discussion. They just talked in their language, Amharic, about something not related to the issue. The teacher moved around and tried to help students respond or talk about the discussion point. After about six minutes, the teacher wrote the second discussion point, “2) is our way of traditional life disappearing in the modern world?” He also reminded students to discuss on the issue for four minutes. (App. D, T1Ob4)

As the excerpts above showed, the teacher gave chance to students for doing exercises by themselves. He also seemed to monitor the overall instructional events by moving around the class. However, more students were not engaged in the activities given, and despite the teacher's effort in making them discuss the exercises in English, students were using Amharic in their interactions for doing the exercises. The teacher also knew that students

were out of his control and he seemed to attribute this to the school management (see 4.3.1.3).

4.3.2.3.1.3 Teacher 1's Lessons Discussion

In the discussion phase of the lesson, the teacher (Teacher 1) discussed with a few volunteered students on the answers of the exercises given for homework or classroom work.

The teacher tried to get students' attention by raising his voice and repeatedly saying "Let's see together? Let's see together..?" Then, asked the whole class "which definition is related to the first? A few students (three to five) raise their hands. The teacher pointed at one of the volunteered students and the student said "E". Then the teacher responded him "yes", and the teacher said "the second?" (App. D, T1Ob1)

After about four minutes, the teacher began to discuss the exercise together with students:

T: Ok, who can tell us the first one... do you eat together or do you eat alone? Who can tell us? (Three to five students raised their hands and the teacher called upon one of them) Demeke?

S2: When the guest coming, I eat alone

T: What is the reason behind? (The teacher looked for a response)

S2: It is culture

T: The culture, any other? (He pointed at a volunteered student by calling its name) Bekalu?

S3: Because to respect them, the small children eat together.

T: Other?

S4: No, that is the sign of family love.

T: Ok, when we eat together one may eat fast and others may be slowly. How do you see it?

Ss: Laugh (some students smiled)

T: The next, you can tell us how do you eat food at your home. (The teacher looked for a response)

S5: In my family no difference, but during mothers get birth they need to eat alone.

T: Ok, the children must not look at older guests, how do you see it... what is your experience towards this? (The teacher looked for a response)

S6: When there is a guest, anyone can not do the guest.

T: No one speaks during feeding? Who can tell us...number 15, no? Ok number 20? (The teacher called upon any students' roll number randomly)

- S7: Yes, because we should be silent, from biology.
T: To save your life...? Ok good we will stop here. (The teacher closed the lesson) (App. D, T1Ob1)

As the lesson observation excerpts showed, the teacher made interactions with students in the form of question and answer. That is, the teacher asked students to give answers for individual items or questions from the textbook exercise by reading each item loudly or by simply calling upon ordinal numbers such as “the first one, the second, the third...” (App. D, T1Ob2), thus, students responded the possible answer. Besides, the teacher made a form of elicitation, “ok, the children must not look at older guests, how do you see it...what is your experience towards it?” (App. D, T1Ob3). He seemed to prompt students to say something as a response to textbook items. The teacher further focused on a few volunteered students and he invited them by calling upon their names: “ Demeke, Bekalu...?” Moreover, the teacher tended to emphasize on giving or discussing on answers for textbook exercises and activities and moving on to the next activities. Even students were not encouraged to ask questions other than giving responses to the teacher’s questions. The following lesson transcription indicated this.

- T: Number nine, my mark is... Yes? (The teacher read the item and pointed at a volunteered student)
S1: Whereas
T: Yes, whereas. Now let’s see page eighteen, exercise four. Make a small group and work page eighteen. (A student did not satisfy with the answer for item number four and he asked the teacher if the word ‘moreover’ can be another alternative answer).
S2: Gashee arategnawee moreover ayehonemee? [sir..? can we use ‘moreover’ for item number four?]
T: Moreover ‘yechalale’ [it’s possible.]
S3: Teacher number four? (Another student opposes the teacher’s confirmation)
T: Number four, a percentage of ...then? (The teacher read the item and inquired the area of confusion)
S3: So the cause of the first sentence is the second?
T: Is that the cause? Please see it, so let’s go to exercise four, (The teacher seemed not comfortable with the student’s question and wanted to proceed the next exercise). (App. D, T1Ob3)

The above conversation indicated that students needed further clarifications on the answer that the teacher confirmed, but the teacher did not like to spend any time on it and he rushed into the next exercise. Thus, the teacher seemed not to encourage students raise questions or areas of confusion during classroom interactions. He rather tended to focus on finishing the textbook exercises or activities by confirming or disconfirming students' responses. That is, he did not give further explanations and clarifications on the answers given to exercise items other than accepting or rejecting students' responses.

4.3.2.3.1.4 Summary of Teacher 1's Lessons Presentation, Monitoring and Discussion

As discussed above, Teacher 1 conducted his classroom instructions in the form of presentation, monitoring and discussion. In the presentation stage, he introduced activities and exercises by simply reading instructions from the textbook. He did not give students more explanations and discussions of the nature of the activity or exercise. That is, students did not have adequate information about what and how to do of the given exercise. In the monitoring segment of his lesson, the teacher simply moved around the class and did not like to challenge students who were out of the given activity or exercise. Therefore, in this part of the lesson, the teacher seemed to be more reluctant in enforcing students' involvement in the activity given. In the discussion phase of the lesson, the teacher returned to the exercise or activity given and inquired students to respond to each questions. The assumption was that students had already worked out the exercise themselves and then it was time for the teacher to give feedback. Thus, the teacher tried to make interactions with a few volunteered students on the answers for the questions given. It was a form of discussion dominated by question and answer. In a few occasions, the teacher tried to elicit students' responses. Generally, Teacher1's classroom instructions could be described as presenting something from the textbook to students, taking time for students to work on it and getting back to the given exercise for feedback and related discussions.

4.3.2.3.2. Teacher 2's Lesson Presentation, Monitoring and Discussion

4.3.2.3.2.1 Teacher 2's Lesson Presentation

In the presentation phase, Teacher 2 introduces the lesson topics, makes explanations on them and gets students to work on the activities and exercises given in the textbook. The classroom observation excerpts elaborated his presentations more.

The teacher began the lesson by writing the topic of the lesson, 'Reading Comprehension (The English Language)'. He explained the importance of learning English language for about two minutes, and said, "This is the brief introduction of the passage". Then, by referring the textbook, he said, "let's see these three questions", and he invited students to discuss on the pre-reading question. (App. D, T2Ob1)

The teacher wrote the topic of the lesson on the blackboard, 'using words in context'. Then he orally gave students a few examples of words that go together (e.g., consist of, limited to, etc.). The teacher further wrote sentences on the blackboard to explain how words are used in sentences and how students work out their meanings based on the given sentences. Some students were taking notes from the board though the teacher just copied the example sentences from the students' textbook. After discussing with the students about the use of words in sentences, the teacher ordered students to get into groups of three and work out a similar exercise in the textbook. The students were told to finish it within ten minutes and the teacher moved around the class. (App. D, T2Ob2)

The teacher began the lesson by asking students about what they learnt in the previous lesson; but he did not require students to respond him, and he briefly summarized the lesson, passive voice, within two to three minutes. The teacher also wrote an example of active voice sentence construction (e.g., "she wrote a letter") on the blackboard, and he made a volunteered student to change the sentence orally in to passive. Then, he asked students to discuss the textbook exercise in groups for five minutes. He said, "act in groups and work on the exercise given in the textbook, I gave you five minutes". (App. D, T2Ob3)

As the observation transcripts above indicated, the teacher presented his lessons with some explanations about the activities and exercises for a few minutes. Contrary to Teacher 1 who totally depended on the textbook, Teacher 2 provided students with more examples from his

own and from the textbook. Even, he involved volunteered students in making explanations about the activities and exercises before he asked them to do the exercises together with their friends. Moreover, the teacher required students to get in to groups for working on the exercises and activities. As he noted in the post observation discussion, encouraging students to get into groups was part of his attempt to employ communicate language teaching in the classroom. He also felt that he could not give students more time for discussion on the exercises and activities since he was constrained by period of instructions.

4.3.2.3.2 Teacher 2's Lesson Monitoring

In the monitoring phase of the lesson, teacher 2 mainly focused on encouraging students to work on the given activities or exercises by moving around the classroom. He tried to supervise and give directions to students' active participation:

The teacher repeatedly said, “why English is become the medium of instruction in our context? Why? First you should say something about this....!” The teacher tried to encourage students discuss on the three pre-reading questions by moving around the class. The students were talking about the given questions by referring to the textbook. Of course, there were a few students wandering with no attention to what the teacher said. The class was a bit noisy. Some students talked about the answers of three questions with a mix of Amharic. Then, after about four minutes, the teacher asked students to stop discussion and do the pre-reading questions together with him. (App. D, T2Ob1)

The teacher began to move around the class and he occasionally gave further explanations and guidance of how to do the exercise to individual group of students. The class was noisy, some students talked about something else. They did not seem to attend the lesson. Some others looked interested in the exercise and took part in the group discussions or giving answers for the given exercise. Most students speak Amharic with a mix of English words. The teacher largely used English in every instructional interaction, but he did not force students to use it. However, volunteered students interacted with the teacher in English. (App. D, T2Ob3)

As the above excerpts indicated, the teacher attempted to give opportunities to students for working on the exercises given and he tried to encourage them to discuss the activities in groups. He also supervised students' performance by approaching students who were discussing the activities together. Even, the teacher seemed to be more tolerant of students' use of Amharic in their discussions. However, this did not mean that the teacher acknowledged using mother tongue in classroom instructions for helping students learn English. He rather expressed, in the interview session, his complains about students' disobedient of practicing English language in classroom activities (see 4.3.1.3). Therefore, the teacher was tolerance of students' use of Amharic in their classroom discussions may not be his pedagogical intentions, but it would be the students' persistent behavior.

4.3.2.3.2.3 Teacher 2's Lesson Discussion

In this stage, Teacher 2 tried to discuss activities and exercises together with students. The common mode of interaction was question and answer. That is, the teacher asked questions and students responded answers voluntarily. The teacher also attempted to give encouragement by saying "good, very good" to students who were participating in such classroom interactions. The following observation excerpt illustrated this more.

Then, after about four minutes, the teacher asked students to stop discussion and do the pre-reading questions together with him.

T: Emu... (The teacher still looking for volunteered students to respond him to the first pre-reading question, then he got two students raising up their hands. He pointed at one of the students and the student responded to the question "why English has become a medium of instruction?")

S1: Because it is common in the world to express any idea or it is full of word to express any areas in English. So they use English as the.. eh use to transmit any information English...eh it is the common language

T: Because it is a common language... eh and it is worldly spoken, eh is that your answer?

S1: Emu (the student gave verbal cue)

T: Good, it is a good attempt. What else ..what else?

S2: It has many words?

T: It has..? (The teacher elicited)

S2: Many words

T: It has many words ... and?
 S2: Rather than others.
 T: It has, English has many words, rather than... rather than other languages you mean?
 S: Emu (the student gave a verbal cue)
 T: yes? Can you elaborate on it please?
 S2: Amharic...
 T: Yea? (The teacher seemed a bit confused)
 Ss: Rather than Amharic. (The other two students tried to maintain conversation)
 T: Oh, alright. Eh this ... It is a good attempt. Alright, let's see others? (App. D, T2Ob1)

As the observation excerpt above showed, the teacher elicited students to help them talk more about the questions or issues given. He seemed to focus on encouraging students to say something by complimenting them on their participation. A similar mode of instruction was also observed in the following excerpt.

T: now let's see the answers together, yea?, I think the fist has been done for you as an example. The second question says this new fascinating story... (The teacher read the question from the textbook and tried to give students some clues for answering the question). You have to find the word that goes with the given preposition. Yea?
 S: originated
 T: yea, originated, that is nice. This word goes with, 'in', for instance, 'confine' in most cases goes with... 'to' and 'limit' in most cases goes with ... 'to' , or 'awareness' goes with ... 'of' ... eh? Other words like 'fluency' or 'fluent' goes with?
 Ss: (silent)
 T: 'in', you have to know this.

After finishing each question, in the way presented above, the teacher tried to summarize the exercise. However, one student raised his hand and said "what does fluency refer to?" then the teacher gave chance to volunteered students for answering the question, and one student answered it. The teacher also gave further explanation about the question raised and wrote a class work on the blackboard: "make acceptable sentences using fluency, entertainment, etc". (App. D, T2Ob2)

As the observation excerpt indicated, the teacher seemed to focus on specific answers for individual questions of the vocabulary exercise. However, after confirming students' response, he tried to give further explanations on students' answers or response from his own. Moreover, unlike Teacher 1 who disregarded students' self-initiated questions, teacher

2 accepted the students' questions and attempted to give them further explanations. That is, the teacher tried to involve students not only in giving answers for the given exercises but also in responding to students' self-initiated questions.

4.3.2.3.2.4 Summary of Teacher 2's Lesson Presentation, Monitoring and Discussion

As discussed above, Teacher 2's classroom instructions revealed three lesson segments: presentation, monitoring and discussion. During presentation, the teacher took a few minutes in giving students explanations and clarifications of the activities and exercises. Thus, as opposed to Teacher 1, Teacher 2 provided students with relatively more information about the exercise before getting them in to it. In the monitoring phase, the teacher tried to supervise students' involvement in the given exercise, but like Teacher 1, Teacher 2 did not make more efforts to get students engage in the given activity. The teacher rather attempted to give guidance to individual groups whenever they needed for help. In the discussion part of the lesson, the teacher returned to the exercise given and made discussion with a few volunteered students in the form of question and answer. However, unlike Teacher 1, Teacher 2 took a few minutes for giving further clarifications on students' self-initiated questions and areas of confusion. Teacher 2 generally, conducted his classroom instructions as presenting activities and tasks from the textbook to students with relatively more clarifications and explanations; engaging and following up students in the given exercise; then getting himself back to the activities and exercises given for discussion on the answers for the items.

4.3.2.3.3. Teacher 3's Lesson Presentation, Monitoring and Discussion

4.3.2.3.3.1 Teacher 3's Lesson Presentation

In the presentation stage, Teacher 3 presents the lesson topics and exercises by writing on the blackboard and discussing them with a few volunteered students. Observation excerpts indicated this.

The teacher asked students whether they were given homework or not, and students collectively responded him “yes”. However, the teacher spent about five minutes giving explanations about reflective pronouns. Then he moved on to working the homework exercises together with students. (App. D, T3Ob2)

The teacher began the lesson by asking students about what they discussed in the previous period. However, the teacher did not require any response from students; rather he directly went on giving explanations, in the form of revision, on the functions of ‘present perfect’ and ‘simple past tense’ by writing examples on the blackboard. For example, he wrote two sentences to show how ‘for’ could be used in both present perfect and simple past tense: “(1) I have been in Bahir Dar for two years; 2) I was in Bahir Dar for two years”. The teacher further elaborated the use of ‘for’ and ‘since’...Then, he gave students a few minutes to work on the textbook exercise. (App. D, T3Ob3)

Writing the lesson topic ‘expressing regret’ on the blackboard, the teacher asked students to open their textbook on page 33, and he discussed on the exercise with a few volunteered students, and he moved on to the day’s lesson, ‘expressing regret’. The teacher spent five to seven minutes giving further explanations on how to express ‘regret’ by using the “wish structure, conditional sentences, and ‘but for’”. (App. D, T3Ob2)

As the above three observation excerpts indicated, the teacher inquired students to give him responses to the lesson topics and exercises, but he did not wait for their responses; he rather tried to give mini lectures on the lesson topics and exercises. The teacher spent more time in giving explanations on grammar items by writing examples on the blackboard. Such ‘talk and chalk’ form of presentation dominated his instruction in this phase of the lessons. Thus, this result seemed to contradict with his communicative pedagogical orientation (see 4.3.1.2). However, in the post observation discussion, he noted that his pedagogical choice (communicative oriented) had been challenged by students’ strong interest in structures and vocabularies as they felt that the national examination was dominated by such language items. Therefore, the teacher’ explanation focused instruction seemed to be the product of not his own pedagogical interest but students’ grammar oriented motivation resulted from their national examination orientation.

4.3.2.3.3.2 Teacher 3's Lesson Monitoring

In the monitoring stage, Teacher 3 tried to provide students with activities and exercises and he spent a few minutes in following up students' performance and coaching groups of students on how to go about the given exercise. The following excerpts from two classroom observation notes described the teacher's roles and students' involvement in his lessons.

Then, he gave students a few minutes to work on the textbook exercise; and the teacher began to move around the class until the students finished the given exercise. He seemed supervising students mainly focusing on students who asked for help. Some students seemed to concentrate on the textbook exercise, by copying items and discussing their answers using a mix of Amharic and English. Still other students seemed to wandering and they appeared not interested in the given exercise. After about seven minutes, the teacher started working on the exercise together with the students. (App. D, T3Ob3)

The teacher, asked students to compare the three arguments given in the textbook; then, he began to move around and whenever he was needed, in a few occasions, he gave further explanations to individual students on how to do of the given exercise. The students made groups with three to six, sitting round their desk chairs. The teacher seems to follow up or monitor students' discussion or activity until he needs to work on the exercise together with them. (App. D, T3Ob4)

As the excerpts above showed, the teacher attempted to give chance to students for working on the activities and exercises given. That is, the teacher required students to perform the textbook exercises by themselves, but he also tried to supervise their participation and assisted whenever a student or group of students needed for help. For example, in order to give further explanations to students' question or misunderstanding he sometimes interrupted students' moment of practice and spent too much time in tutoring individual group of students. The following classroom observation excerpts indicated this.

Then, the teacher moved on to the next exercise by saying "on page twenty-six, there are learning styles to choose. So complete your own learning style, page thirty laye tilante yesetehochehu ale [yesterday, I told you to see page thirty] you have to order the exercise". That is, the teacher reminded their previous discussion and he needed students to perform the

exercise accordingly. However, some seemed a bit confused. They did not look understand what the teacher intended them to do. Then, by moving around the class, he was trying to give more explanations on how to do the given exercise. He approached individual group of students sitting in crowd and sharing a textbook with eight...He spent more time about fifteen minutes working with the students crowded around a textbook. Then the class period ended up without coming backing from students' classroom exercise to collective work (that the teacher discusses on the given exercise together with the students by calling upon students volunteered). (App. D, T3Ob2)

As the excerpt indicated, the teacher spent too much time for giving students further explanations on the issue raised during the monitoring stage of the lesson. This seemed to suggest that the teacher's primary concern in his instruction was not to finish the textbook activities and exercises unlike Teacher 1, but to ensure students' understanding and involvement of the lesson. Moreover, the teacher's instruction appeared to be more flexible and not merely dependent on the textbook instructions. That is, he tried to give further clarifications and examples from his own other than using textbook information.

4.3.2.3.3 Teacher 3's Lesson Discussion

In this stage, the teacher attempted to discuss textbook exercises and activities together with a few volunteered students. The teacher mainly read each item loudly and a student responded voluntarily to the teacher's questions. Thus, it was a form of interaction dominated by question and answer. The following two classroom observation excerpts characterized the teacher and students' interactions.

Then he moved on to working the homework exercises together with students. The teacher did the exercises in the way that he read each question or item from the textbook; then students gave him response or answer for each item by raising their hands. The teacher also focused on a few volunteered students in giving chance for answering questions. Even he needed confirmation from students for a student's response or answer. That is, the teacher mostly did not accept the students' answer without saying "is it right?", and the students collectively gave him 'yes' or 'no' response. (App. D, T3Ob2)

After about seven minutes, the teacher started working on the exercise together with the students.

T: ok, huletegnaw The AAU... (The teacher read the item and looked for a response)

S2: has achieved

T: has achieved yaqerebale malete newe. Sosetegnaw?

S3: was proposed

T: yea, passive newe ok 'D' The AAU is successful in....(The teacher read the item)played or are played? Yea ezih laye past newe selezih simple past tense meche endementeqem bei context terediten mawoq aleben Next... this week newe milew wanaw referensachin yehe newe:: lelochin melisachewn becha serochew andandochu liteqimachehu yechilalu yawe yepast tense eгна present perfect leyunete ezih gare meredate yechalale:: (App. D, T3Ob3)

As the above excerpts indicated, in this section of the lesson the teacher tried to give feedback on the given activities and exercises together with a few volunteered students. That is, the teacher attempted to help students participate in giving answers for questions from the textbook exercises. However, only about five to seven students were taking part in responding to the teacher's questions. This is, because as the teacher noted in the post observation discussion, majority of the students were not competent enough in taking part in answering the textbook exercises. The teacher also noted that due to students' poor language background and lack of motivation, he was forced not only to focus on a few volunteered students but also to use Amharic as medium of instruction (4.31.3). Therefore, the teacher seemed to face students as a major obstacle for employing his pedagogical intentions (e.g., making the lesson participatory and communicative oriented).

4.3.2.3.3.4 Summary of Teacher 3's Lesson Presentation, Monitoring and Discussion

As discussed above, Teacher 3's lessons characterized three phases of instruction: presentation, monitoring and discussion. In the presentation phase, the teacher took more time for giving explanations and examples of the activities and exercises students required to work on. Like Teacher 2, he tried to give more explanation and discussion of the lesson topics from his own reading other than the textbook. In the monitoring stage, the teacher attempted to supervise students' participation and spend some minutes in coaching individual groups. In the discussion phase, the teacher tried to give feedback together with

volunteered students. He also spent more time in giving further explanations and clarifications whenever he thought that there were confusions on the part of the students. Thus, the teacher generally conducted his lesson by presenting exercises with more explanations and examples; giving time for students to work on it and making collective discussions on the answers of students for the given exercises or activities.

4.3.2.3.4. Teacher 4's Lesson Presentation, Monitoring and Discussion

4.2.2.3.4.1 Teacher 4's Lesson Presentation

In the presentation stage, Teacher 4 attempted to present the activities and exercise to students. However, like Teacher 2 and Teacher 3, he did not spend more time in introducing and giving explanations about the lessons. He rather presented lesson topics quickly by writing them on the blackboard and asking students oral questions on what to do with the given lessons. The following observation excerpts of the three classroom observation notes indicated the teacher's major roles and strategies used in the presentation stage of his lessons.

The teacher wrote the day's lesson topic, 'vocabulary – travel word' on the blackboard. Then he reminded students about the previous lesson and directly got into the day's lesson by asking oral questions about the different ways of learning vocabulary. The students answered his questions orally:

Ss: contextually.

T: yea, by studying the word contextually, and the other one? (The teacher asked the whole class)

Ss: dictionary.

T: by using ?

Ss: dictionary.

T: yea, by using dictionaries.

Then the teacher asked the students to work on the vocabulary exercise given in the textbook. (App. D, T4Ob1)

The teacher wrote the lesson topic, 'the language of meetings' on the blackboard, and asked students to take out their textbook for doing the matching exercise given. Then, he read them the instruction for the

exercise and ordered students to do the exercise by getting into groups. (App. D, T4Ob3)

The teacher wrote the topic of the lesson, ‘unit 2: communication, A.2.4 increase your word power’ and asked students to take out their textbook on page 33. Then, he tried to confirm whether the students got the intended exercise and reminded them about the previous discussion on vocabulary activities. He asked them to categorize the vocabularies, given in the textbook, into negative and positive feelings. He said “ let’s categorize, which adjectives are used to express positive feelings, positive feelings...and negative feelings?” the teacher wrote ‘positive feelings’ and ‘negative feelings’ on the blackboard. Then he asked the students, once again, to categorize the words within two minutes. (App. D, T4Ob5)

As the above excerpts indicated, the teacher presented exercises and activities as they were given in the textbook and the only thing he did was informing students about the topics of the lesson and ordering them to work on the exercises. Before getting students to work on the activities from the textbook, the teacher rarely gave further explanations about the nature of the activities other than reading the given instructions to students. Even, in the post observation discussion, the teacher rationalized his textbook-led lesson presentation, that given their successful performance of the existing textbook activities and exercise, students could develop their language competence. He also felt that most of the students did not have the required level of language proficiency for carrying out the activities and exercises of the existing textbook. As a result, like Teacher 1, Teacher 4 mainly focused on working out textbook activities and exercises together with a few volunteered students. The teacher also noted that in the presentation stage of the lesson, he could not afford giving students more explanations and discussions within the limited period of instruction (40 minutes).

4.3.2.3.4.2 Teacher 4’s Lesson Monitoring

In the monitoring stage, the teacher tried to give opportunities to students for carrying out activities and exercises given in the textbook. That is, he requested students to work out the textbook exercises or activities based on instructions given in the textbook and moved around the class until he felt that they had finished their work. The following excerpts of two

lesson observations illustrated the teacher's role and students' involvement in the exercises given.

Then, he read them the instruction for the exercise and ordered students to do the exercise by getting into groups. The class became noisy. Most of the students talked about both academic and non-academic issues. Some of them discussed about what and how to do of the given exercise. For example, one student was overheard saying, "which... roman number?" Some others also talk about social and related issues. They did not seem to involve in the given exercise, and there were a few textbooks for students to share and do the exercise. The teacher was moving around, monitoring and giving guidance to students who seek help. Thus, after about five minutes, the teacher requested students to discuss the exercise together with him. (App. D, T4Ob 3)

He chose the items students had to work on. Thus, the students talked sitting in crowds of three to seven, and they were referring to the textbook. They talked with a mix of English and Amharic. In a few occasions, the teacher told them not to use Amharic in their discussion about the exercise, but the students never did it accordingly. After about three minutes, the teacher asked the students to work the exercise together with him. (App. D, T4Ob 4)

As the above observation excerpts showed, after instructing students to perform the exercises the teacher tried to supervise them by moving around the class. However, some of the students did not seem to engage with the exercises. Even there were no enough textbooks for students to follow up the classroom activities and exercises. That is, in the absence of adequate number of textbooks, making students involve in the textbook activities and exercises became more challenging for the teacher. Nevertheless, as the teacher noted in the post observation discussion, textbook was not a problem in the school, but it was the students' failure to bring it to the classroom teaching. Moreover, the teacher commented, in post observation discussion, that despite his failure in effectively participating students in the lesson, giving the students more opportunity for doing textbook exercises was one of his attempts in employing student-centered instruction in his classroom (see 4.3.1.3).

4.3.2.3.4.3 Teacher 4's Lesson Discussion

In the discussion stage, the teacher returned to working out activities and exercises together with students. That is, the teacher began to check up whether students had performed the given activities and exercises. Thus, he usually requested students for discussing the activities together with him. As two excerpts of a classroom observation showed below, interactions of teacher's questions and students' responses seemed to dominate this phase of the lesson.

After about three minutes, the teacher asked the students to work the exercise together with him.

T: Now, let's stop discussing... number one, 'African problems....' (The teacher read the question) can you say something about...?

S1: I disagree because... (The student's response was incomprehensible and the teacher did not satisfy)

T: Any other?

S2: I agree because when African nations united they can solve problems.

T: Yes, of course it is a matter of opinion...eha?

S3: I disagree because when one country or another fight... (The student could not finish his idea)

T: You mean, do think wars can solve problems... any other?

S3: I agree because let's take Libya.

T: Let's take Libya... any other?

With such pattern of interaction, the teacher finished doing the exercise together with students and moved on to the next section by saying, "try to do the next". (App. D, T4Ob 3)

Thus, after about five minutes, the teacher requested students to discuss the exercise together with him:

T: Let's come to the answers... what language does he use here...eh? (The teacher pointed at a student who raised his hand up)

S1: Roman number twelve

T: (Silence)

S2: Roman number seven

T: Eh...any other?

S3: Roman number eight

T: Yes, now let's come to the next?

S4: Roman number nine

T: Any other?

S5: Roman number three

T: Any other ...who the other students? (The teacher looked for new hands). In such instructional pattern, the teacher finished doing part of the exercise and moved on to the next exercise. (App. D, T4Ob 4)

As the above observation excerpts indicated, the teacher seemed to focus on deciding answers for each item of the exercises through questioning volunteered students. The observation excerpts also showed that in order to perform the two exercises together with students, the teacher made interactions or discussions twice with students in the form of question and answer within one lesson. That is, the teacher repeated the same procedure (discussion stage) twice in a given period of instruction. After finishing the first discussion stage, he instructed students to engage with the next exercise for a few minutes and got into doing the exercise together with students (discussion stage).

As the teacher mentioned in the post observation discussion, such questioning and responding form of interaction between him and his students was one aspect of communicative language teaching. However, the teacher focused on only a few volunteered students in making such interactions. Considering only a few volunteered students involving students during the discussion phase of the lesson was the common practice for all of the teachers observed. All of them also reasoned out for doing so because they felt that students did not have the required level of language proficiency and students were not motivated for improving the language skills (see 4.3.1.3).

4.3.2.3.4.4 Summary of Teacher 4's Lesson Presentation, Monitoring and Discussion

As discussed in detail above, Teacher 4 classroom instructions revealed three procedures: presentation, monitoring and discussion. In the presentation phase, the teacher introduced the activities and exercises students required to do by simply reading instructions from the textbook. In the monitoring part of his lesson, he tried to supervise students' involvement in the given activities. In the discussion part of the lesson, the teacher made discussion of the answers students have already worked out. Together with a few volunteered students, he gave feedback on the given activities or exercises. Like Teacher 1, Teacher 4 seemed to focus on giving specific answers for items from the textbook. He did not give students

further clarifications on the exercises or questions raised during classroom discussion. Generally, the teacher's classroom instructions reflected presentation of exercises from the textbook, engaging students on it and inquiring volunteered students for making discussions on the answers of the exercises.

4.3.2.4 Summary of Data from Classroom Observations

The classroom observation data revealed three instructional procedures each of the four teachers followed in conducting their classroom instructions. These were presentation, monitoring and discussion. The teachers made presentation of activities and exercises from the textbook mainly through reading instructions to students and giving further explanations and examples of what students required to working on. Then, the teachers took a few minutes to engage students with the exercises and activities. They tried to monitor the overall instructional process by moving around the class. They also returned to the given activities and exercises to make discussions on students' performance. They tried to discuss on the answers and possible responses for individual questions in the form of question and answer.

Considerable variations were also observed among the teachers in presenting their lessons. For example, Teacher 1 and Teacher 4 depended more on textbook information and they did not give more information about the activities and exercises students needed to work on. They just read instructions from the textbook and required students to work on it. Teacher 2 and Teacher 3, on the other hand, seemed to spend more time in giving further explanations and clarifications of what and how students required doing before engaging students with the intended exercises. For example, during monitoring, students' involvement in the activities and exercises given, Teacher 2 and Teacher 3 seemed more flexible that in some instances they changed the pace of the lessons into lecturing or giving explanations. Nevertheless, none of the teachers seemed to succeed in engaging more students with the classroom activities and exercises. They all tended to focus on a few volunteered students in each instructional procedure (presentation, monitoring and discussion).

Generally, the teachers' classroom instructions revealed the following features.

Textbook-led instructions- most of the classroom activities and exercises were conducted based on the textbook instructions and directions. The teachers rarely modified and adapted exercises and activities according to students' language competence and learning interest.

Incompatible instructional media- the teachers communicated the lesson activities and exercises through the medium of English, but students did not use it in their interactions except a few attempts in giving responses to the teachers' questions. That is, the students used Amharic in most of their academic and non-academic interactions in the classroom, while the teachers tried to communicate with the target language throughout the lesson.

Minority-driven instructional interactions – most of the teachers' instructional questions and inquiries directed towards a few volunteered students, and they mostly made interactions in the form of teachers' questions and students' responses.

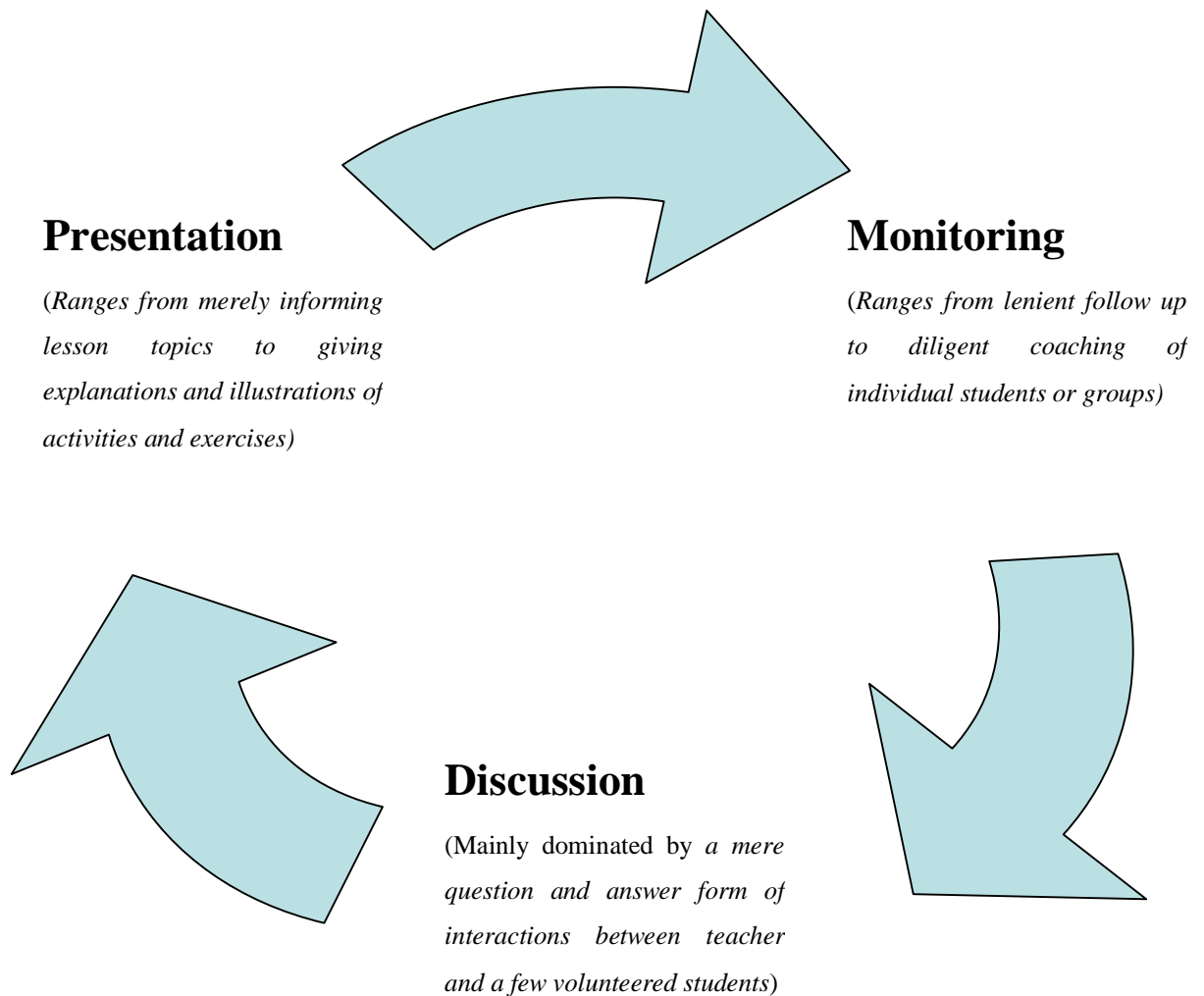
Shortage of textbooks- there were a very limited number of textbooks used for the teaching and learning process.

Disorganized time management – the teachers did not seem to be more sensitive to the instructional period. That is, they did not organize their lessons based on the given period so that they could finish things before the period ends.

Language analysis focused classroom activities and exercises - the teachers' questions and explanations seem to focus on helping students know about grammar and usage of the language, rather than helping students use the language in their interactions. That is, the teachers seem to focus on working out textbook activities and exercises that require students analyze and understand sentence structures and vocabulary meanings.

The major instructional features generated through the classroom observations are organized based on three classroom procedures (presentation, monitoring and discussion) and the teachers employed them in a cyclic manner as it is schematized below.

Figure 4.1 Teachers' Classroom Presentation, Monitoring and Discussion



The above figure revealed, the three procedures that all of the four teachers employed in their classroom instructions. In the presentation phase, the teachers could simply announce the topic and the type of exercises students needed to work on or they could give more explanations and examples on the activities and exercises. In the monitoring phase, the teachers could simply move around the classroom with little supervision of students'

involvement or they could spend more time in coaching students needed for help. While in the discussion phase of the lesson, the teachers could make simple conversations of question and answer or they could extend such conversation to giving more examples and explanations on the answers or responses. However, the teachers could terminate their lessons at any one of the procedures (presentation, monitoring and discussion) when the class period ends.

4.3.3 Data from Teachers' Lesson Plans

In order to substantiate the data from classroom observation four lesson plans (one lesson plan for each teacher's observed lesson) were analyzed as follows.

Table 4.10: Teachers' lesson plan

PART ONE (information about the lesson)				PART TWO (structure of the lesson)		
Lesson Plans of Teacher 1 School's Name <u>Gion General Secondary and Primary School</u> Teacher's Name <u>Teacher 1 Section J2 ...</u> Date <u>4/03/04</u> , Period <u>1st</u> Topic or subtopic <u>family life</u> Objective - <u>at the end of this lesson the students are expected to:</u> <u>Express their childhood memories</u>	Time	Main content of the periodic lesson	Main objective of the periodic lesson	Teaching and learning process		
				Teacher's Activity	Students' Activity	Teaching Aids
	5'	Writing memories	Students are expected to talk their childhood memories with their partner	Int. phrasal verbs, writing; memories, childhood memories Pre. childhood memories, family custom incidents happened Sta. instruction 2 page 15, talk about your memories with your partner Eva. Write short paragraph about your memories	Tell different phrasal verb mean Tell their family customs Write their memories	Students textbook
	15'	Biographies				
17'	Childhood memories					
5'	Autobiographies					

<p style="text-align: center;">Lesson Plans of Teacher 2</p> <p>School's Name <u>Gion General Secondary and Primary School</u></p> <p>Teacher's Name Teacher 2 Section <u>9A</u></p> <p>Date <u>11/04/03</u>, Period <u>1st</u> Topic or subtopic <u>the passive voice/used to/exp.</u></p> <p>Objective - <i>at the end of the contents the student will be able to identify the uses of the passive voice</i></p>				Time	Main content of the periodic lesson	Main objective of the periodic lesson	Teaching and learning process		
							Teacher's Activity	Students' Activity	Teaching Aids
5'	The uses of the passive voice	At the end of the lesson students will be able to identify the uses of the passive voice	Int. <i>revising the previous lesson, this was the passive forms, then introduce the day's lesson</i>	Answering	Students textbook				
25'			Pre. <i>give a brief explanation with example, asking them to read notes</i>	Listening					
5'			Sta. <i>asking them to do exercise 3, follow up discussion with students</i>	Taking notes					
5'			Eva. <i>Asking them questions</i>	Discussing					

Lesson Plans of Teacher 3		Time	Main content of the periodic lesson	Main objective of the periodic lesson	Teaching and learning process		
					Teacher's Activity	Students' Activity	Teaching Aids
School's Name <u>Gion General Secondary and Primary School</u>	Teacher's Name <u>Teacher 3 Section A</u>	Date <u>4/03/04</u> , Period <u>1st</u> Topic or subtopic <u>Unit One</u>	Discourse markers	Use the correct forms of those conjunctions	Int. ask questions about the type of conjunctions	Take note regarding the conjunction	textbook
					Pre. explain the different subordinators and coordinating conjunctions		
					Sta. summarize the points. Eg., however, although, In addition		
					Eva. Let them to join the three sentences with conjunction in Ex-2		
					Compare the sentences	teacher's guide	

Lesson Plans of Teacher 4		Time	Main content of the periodic lesson	Main objective of the periodic lesson	Teaching and learning process		
					Teacher's Activity	Students' Activity	Teaching Aids
School's Name <u>Gion General Secondary and Primary School</u>	Teacher's Name <u>Teacher 3 Section H</u>	Date <u>4/03/04</u> , Period <u>1st</u> Topic or subtopic <u>African Union (Unit One)</u>	B 1.2 Reading the African union	Students will be able to make notes in acceptable way	Int. I will revise the previous lesson. I will introduce the day's lesson	. They will read the passage and make notes	----
					Pre. I will instruct students to read the text and make notes using the note heading in the table		
					Sta. I will ask students to read their notes		
					Eva. I will ask students some comprehension questions.		
					. They will read their notes		
					Compare the sentences		

As table 4.10 above indicated, the teachers' lesson plans are presented based on two major sections. The first section, presented information about the lesson the teachers are going to teach (e.g., grade level, period, section, topic, lesson objective, etc.). It also informs about types of students that teachers are going to teach in a particular period. Section two, shows the actual instructional practices that the teachers planned to do in a particular period (e.g., teacher's activity, students' activity). This part of the teachers' lesson mainly provides them information about not only what to do with the given lesson topic but also how to conduct the teaching and learning process. Thus, part two is more flexible and dynamic than the part one. Generally, both parts of the lesson plans mainly specify which areas of the textbook activities and exercises to be covered, why do they need to be covered and what roles the teachers and students could play during instructions.

However, the lesson plans are too brief to grasp more information about the actual lessons enacted in classrooms. Thus, as the observation data revealed, the teachers' classroom instructions were so complex that the listed teachers and students' activities in the lesson plans could not clearly show what was going on in classrooms. That is, the teachers' lesson plans could not reveal their classroom instructions as revealed from the observation data (see 4.3.2.4.4) for two major reasons. First, the nature of lesson plan phases (introduction, presentation, stabilization and evaluation) did not clearly show their classroom teaching. For example, the teachers were not spending considerable time for introducing their lessons other than simply announcing the topic or issues of their lessons to students. The teachers were also not making summaries for their lessons other than making occasional remarks of ending their lessons of a particular period. Second, though the lesson plan documents presumed students' active roles, the classroom observation data showed that more students were not cooperative and attentive in participating in the teachers' classroom instructions.

Generally, the overall picture of the lesson plans seemed to depict two prominent features. First, the teachers' activities presented in the lesson plans tended to enforce teacher-centered classroom instructions. This could be understood from the lesson plan format (Introduction, Presentation, Stabilization and Evaluation) that could reflect the 3'P's (Presentation,

Practice and Production) mode of instructions described in the traditional teacher-centered instructions (see 2.3.2). Second, students' activities described in the lesson plans seemed to reinforce active participation of students in classroom instructions though students were not actively taking part in the observed lessons (see 4.3.2.4.4). Therefore, we could say that the lesson plans were fairly consistent with the teachers' actual classroom instructions mainly in terms of the teachers' activities in the lesson plans (e.g., revise previous lessons, present exercises, ask questions). Nevertheless, students' activities described in the lesson plans (e.g., listen and read, answer questions, take notes, etc.) did not seem to show students' performance in classroom instructions.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.1 Summary

5.1.1 Conceptions of EFL Teaching Profession

As presented in the preceding section, both the survey and interview results revealed the teachers' positive attitude towards English teaching profession, and their perception of having the required teaching skills and proficiency for conducting English teaching effectively. However, the classroom observation data could not confirm their perceived professional interest and competence. For example, except a few volunteered students, all were hardly observed in actively participating in the teachers' classroom instructions (see 4.4.2.4.4). In other words, despite the teachers' perceptions of having the required level of teaching proficiency and interest, the actual classroom instructions, as revealed in the classroom observation data, did not reveal effective classroom instructions that involved more interactions among more students.

Therefore, the teachers' conception of their teaching profession could reveal more interest and capacity; however, since they failed to prove it in the actual classroom teaching, it seems difficult to say that they have a realistic interest and capacity of teaching English effectively.

5.1.2 Communicative Language Teaching Conceptions versus Classroom Instructions

The survey and the pre-observation interview results revealed the teachers' communicative oriented conceptions about English language teaching and learning. The teachers also believed that the classroom instructions under taken in their day-to-day lessons reflected communicative activities. This was evidenced not only in their self-reported classroom practices, but also in their pre-observation interviews. Even, in the post observation

discussions, the teachers showed considerable level of disagreement to the non-communicative nature of their classroom lessons. That is, the teachers seemed to contend that they were trying to make their classroom instructions communicative focused, as they believed that employing communicative language teaching in their classrooms could help students learn the language better. In other words, the teachers seemed to believe that their pedagogical conceptions and classroom practices merely reflected the communicative approach.

However, the post observation discussion and the classroom observation data revealed perplexing results. Despite their claims of applying communicative language teaching in their classrooms, the observed lessons could not reflect communicative oriented instructions. The teachers were rather concerned with working out textbook activities that did not require students to make interactions among themselves (see 4.3.2.4.4). even, one of the teachers, Teacher 4, still felt that he tried to make his lessons communicative, as he referred that in his lessons, there were interactions between students and teachers in the form of question and answer (see 4.3.1.3). Therefore, there seemed to have considerable degree of misperceptions or confusion the teachers hold about the basic theoretical and practical aspects of communicative language teaching. This also evidenced in their responses to pre-observation interviews about communicative language teaching (4.3.1.2). That is, teachers did not clearly articulate the communicative language teaching. For example, except saying, “communicative approach, student-centered, classroom participation and practicing the language, group work and role play”, they failed to explain further the specific features underlying the communicative language teaching. In other words, the teachers did not seem to have clear ideas about CLT as in acted in classrooms (e.g., the focus of the instruction, the roles of teachers and students, the nature of teaching materials, the type of classroom organization and management). In fact, the teachers’ limited conceptions of CLT may be resulted from not only limited theoretical and practical exposure the teachers had but also varied interpretive features of CLT itself. Richards and Rodgers (1986) noted such possibility of interpreting CLT in different ways: “despite the rich theoretical base for CLT, different interpretations and variations exist at the level of design and procedure” (as cited in Sato, 2002:44).

However, given such variations of understanding on what comprised CLT in theoretical and practical terms, Harmer (2005) presented basic features of a communicative activity that could be used for evaluating a classroom instruction as communicative or non-communicative. These are, in a communicative instruction, students should have a purpose for communication, they have to focus on the message not on the language form, they have to use a variety of language items, and the teachers and materials should not restrict students to use only a particular language structure. Accordingly, the teachers' classroom instructions revealed in the classroom observation data (see 4.3.2.4) could not reflect such basic features of communicative activities. For example, the teachers strictly followed the textbook activities and exercises that required students not to get into genuine interactions but to respond to individual items or questions. Thus, neither the textbook activities and exercises nor the teachers provided students with clear purposes for communication in classrooms. Even, the teachers' instructional procedures - presentation, monitoring and discussion did not actually serve their purposes. That is, the teachers' presentation did not seem to succeed in achieving students' understanding of the activities or exercises to work on. Because most of the students did not seem to have attention to the teachers and the teachers did not seem to exert more efforts in helping students understand what and how to do of the activities and exercises. Similarly, the teachers' monitoring did not seem to achieve its objective. Because the teachers were not concerned about each students' involvement in the given activities and exercises except moving around the class with a few coaching activities with groups of students. Moreover, the teachers, in the discussion, were not making discussions in real sense. They were rather concerned with finding particular responses or answers for respective items or questions. Therefore, the teachers' actual classroom instructions generated from the observation data (presentation, monitoring and discussion) could not reflect communicative activities.

Generally, communicative approach in the context of this research could be a common perception the teachers hold about effective English language teaching and learning. Even, they believed that their day-to-day classroom instructions fairly reflected communicative activities. They also referred contextual factors (poor linguistic background and little interest

of learning, poor facilities, resources, teaching materials) affecting them in making their lessons more communicative. In other words, the teachers felt that even though they employed communicative language teaching in their classroom lessons, they were not satisfied with their pedagogical accomplishment due to impacts of teaching contexts like student and systems related factors. However, data from the classroom observation did not show the teachers' communicative focused instructions. Thus, there seems to have a mismatch of pedagogical conceptions and classroom practices.

5.1.3 Student and System Related Contextual factors

The teachers mentioned a variety of issues related to teaching contexts that affected their classroom instructions, and these contextual factors are categorized into student and system related factors.

The interviewed teachers tried to justify why they could not make their classroom instructions more communicative (see 4.3.1.3) mainly by referring student related factors. They considered students as the major challenge facing the teachers in conducting classroom instructions in a way the teachers thought to do. They thought that students were not manageable in classroom instructions because of lack of motivation to learn and lack of linguistic input to follow up the textbook activities and exercises. That is, the teachers, in post observation discussion, referred students' disobedient and disinterested behaviors as the major contextual factors involving most students in their classroom instructions. In fact, the classroom observation data revealed not only students unruly and inattentive classroom behaviors but also the teachers' lenient reactions towards such behaviors (see 4.3. 2.4.4). Therefore, there are two major points emerged from the interviews and classroom observation data. One most of the students were out of the teachers' control in the classroom teaching and learning process. Two the teachers themselves did not seem to exert more efforts in managing students in their classroom instructions and their accusation of students' misbehavior could partly be an act of attribution to their failure in organizing classroom environment conducive to interactive instructions.

The data from interviews of post observation discussion also revealed major contextual factors treated here under system related factors. That is, the teachers mainly stated the school' management system, facilities, resources and teaching materials affected their classroom instructions. For example, the teachers felt that the school administration did not address classroom teaching and learning problems (e.g., students' misbehavior, constrained instructional time/period, and inflated evaluation system). The teachers, in the post observation discussion, also raised their worry about large class, immovable desk chairs, poor library facilities, absence of language laboratory, audio and video materials for teaching and learning. The classroom observation data also confirmed these problems (see 4.3.2.1). Thus, these contextual factors might have exerted considerable impact on the teachers' effort in employing communicative language teaching in classrooms.

5. 2 Conclusions

This study conducted a closer investigation and analysis of high school EFL teachers' pedagogical beliefs and classroom practices. It specifically examined classroom practices the teachers conducted and beliefs they hold about their profession, English teaching and learning and the contextual factors. Thus, based on data from a questionnaire and qualitative instruments namely, pre- and post classroom observation interviews, classroom observation and lesson plan analysis, the following conclusions were drawn.

1. The teachers seemed to have unrealistic interest and competence of their English teaching profession. That is, while both the survey and interview results revealed the teachers' sense of professional interest and competence in conducting classroom instructions effectively, the classroom observation data could not confirm it.
2. The teachers did not seem to have strong theoretical and practical conceptions about communicative language teaching. In other words, as results of the survey and the qualitative data revealed, though the teachers had some orientations about the communicative language teaching that they considered it as effective for helping students learn English better, the teachers did not clearly articulate the basic features underlying CLT. They did not seem to have clear ideas about the focus of the instruction, the roles of teachers and students, the nature of teaching materials, the type of classroom organization and management in employing communicative language teaching in their classrooms.
3. The teachers' classroom instructions did not seem to reflect communicative language teaching. As the observation data and lesson plan analysis indicated, the teachers could not make the classroom instructions interactive and participatory. They rather followed a routine pattern of instructional procedures (presentation, monitoring and discussion) that might serve to maintain the smooth flow of teaching and learning process.

4. The teachers felt that they were conducting their classroom instructions with pressing challenges of student and system related contextual factors.

5.3 Recommendations

Based on the findings discussed, the following recommendations were made.

1. The teachers in this research noted that English teaching, as a profession is something interesting and manageable. Having a positive feeling towards the profession is very essential for the teachers' professional development. However, the classroom observation data failed to prove such conviction and competence of English teaching. Therefore, the teachers should be given adequate awareness and practical experience of English teaching profession. That is, training institutions must not only focus on theoretical things about the requirements of an English teacher but also practical experiences that the teachers could feel the profession clearly and adequately.
2. The teachers' seemed to develop a mere conception of CLT. They felt that they are well aware of both the theoretical and practical features of communicative oriented teaching and learning, but they are not, in real sense. Therefore, the teachers must be provided with some opportunities of evaluating their own pedagogical conceptions and actual classroom practices. In other words, the teachers should be involved in a reflective teaching practice with proper guidance and encouragement.
3. Given the teachers' perception of English teaching competence, the actual classroom teaching and learning process became dominated by regular patterns of teacher presentation, monitoring and discussion classroom procedures where there was no considerable attempts for diversifying activities and exercises for the benefit of students. Therefore, first policy makers must take this pattern of instruction (presentation, monitoring and discussion) as an instructional culture that would largely reflect secondary schools' classrooms. Then, conduct a critical evaluation of each phase of instruction whether teachers are really making use of them effectively. That is, using these instructional procedures in classroom teaching is not a problem by itself, but the teachers were not using them effectively in helping students

understand, involve and interact during instructions; and teachers should be evaluated in each phase of instruction in terms of success in students' understanding, involvement and interaction. Thus, one mechanism to this could be providing teachers well organized training on how to apply these instructional procedures (presentation, monitoring and discussion) effectively. Moreover, students and the school management bodies should support the implementation of this form of instructions through different means.

4. While students' learning outcomes are largely determined by the classroom teaching and learning process that primarily organized by teachers, the teachers seemed to be left aside, in the decision-making processes (e.g., material development, curriculum planning and resource management). Even they were not empowered in taking considerable measures on students' failure of maintaining academic disciplines. Therefore, teachers must be encouraged and supported to take risks of their instructional success and commitment in developing their profession.
5. Schools must take students' disciplinary problems seriously and help teachers in managing students' behavior for constructive directions. Students should be given a clear direction or purpose of attending their education, and more encouragement should be given to model students' academic discipline.
6. The teachers' communicative oriented conceptions and classroom instructions could effectively be addressed through an action research that gives more opportunities of reflections, discussions and collaborations among the players of the research.

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Appendix A (Main Study)

Questionnaire for Teachers' Pedagogical Beliefs and Self-reported Classroom Practices

This questionnaire is mainly designed to make a survey of both the beliefs English language teachers' hold about English language pedagogy and the teaching methods that teachers apply in their actual classrooms. The questionnaire has three sections: background information, pedagogical beliefs inventory and teachers' self-reported classroom practices. Your honest response to each statement helps the research increase its confidence on the collected data. All information from individuals will be kept confidential.

Background Information

- | | | |
|-----------|--------------------------|---------------------------------|
| 1. Gender | 2. Level of education | 3. Years of Teaching experience |
| A. Female | A. Diploma | A. 1-11 month |
| B. Male | B. B.A Degree | B. 1-3 years |
| | C. M.A. Degree and above | C. 4-6 years |
| | | D. 7-9 years |
| | | E. 10 or more years |

I Teachers' Pedagogical Beliefs

Please read the following statements and decide how much you either agree or disagree with each. Using the scale provided put a tick/√/ on the number that best indicates how you feel next to each statement :(Strongly Disagree(SDA), Disagree(DA), Neutral(N), Agree(A), Strongly Agree(SA)/- scoring-1, 2, 3, 4, &5 respectively).

No.	Items	Responses(SDA, DA, N, A& SA)- scoring-1, 2, 3, 4,& 5 respectively				
Profession of Teaching English language						
1.	Teaching English in high school is a manageable as well as a rewarding activity that anyone interested can do it very well.	1	2	3	4	5
2.	Teaching English in high school is a difficult job.	1	2	3	4	5
3.	I feel that I am capable of teaching high school students English.	1	2	3	4	5
4.	My English teaching skills are as good as those of native English teachers.	1	2	3	4	5
5.	I am confident of being a teacher of English language in the school.	1	2	3	4	5
Nature of English Language Teaching and Learning						
6.	Learning English is mostly a matter of learning listening and speaking skills.	1	2	3	4	5
7.	It is not necessary to know about English-speaking cultures in order to be able to learn English well.	1	2	3	4	5
8.	Learning English is not a matter of learning a lot of new vocabulary words.	1	2	3	4	5
9.	Learning English is mostly of learning a lot of grammar rules.	1	2	3	4	5
10.	Students can learn English through interactions with each other by using the language.	1	2	3	4	5
11.	Students do not always need to refer to a dictionary they can guess if they do not know a word in English.	1	2	3	4	5
12.	Students can learn English when they use English to do their classroom activities.	1	2	3	4	5
13.	Students need to repeat and practice English language phrases and structures a lot.	1	2	3	4	5
14.	Learning English is more of learning reading and writing.	1	2	3	4	5
15.	Students need to practice their English with materials like cassette tapes.	1	2	3	4	5

16.	If students make errors of English in any kind (be pronunciation, gr ocabulary, etc) without teacher's correction, it will be more difficult to em later on.	1	2	3	4	5
17.	Teachers need to use a variety of teaching aids (e.g. audio and video tapes, pictures, real objects, CD-ROMs, etc) in teaching students English for helping students learn better.	1	2	3	4	5
18.	Teachers need to teach students English grammar other than helping them communicate orally.	1	2	3	4	5
19.	In English classes, teachers should use texts that serve real communicative purpose.	1	2	3	4	5
20.	Teachers need to use communicative activities (information-gap, games, role-plays, etc) for helping students learn the language better. c	1	2	3	4	5
21.	Teachers shouldn't let students say anything in English until they can say it correctly.	1	2	3	4	5
22.	Teachers should help students practice using English with whatever opportunities students get to use.	1	2	3	4	5
	Contextual Factors					
23	The students are not comfortable with the way of teaching I intend to apply.	1	2	3	4	5
24	The students' English proficiency level is too low to apply my intended instruction.	1	2	3	4	5
25	I am not committed enough to apply my intended English language teaching approach.	1	2	3	4	5
26	The students' responsibility is too low to take part in the teaching- learning process.	1	2	3	4	5
27	The class size is too big to manage in the way I like.	1	2	3	4	5
28	I am not confident enough to let students question or challenge my knowledge even if I want to apply my pedagogic beliefs in the classroom.	1	2	3	4	5
29	The instructional time is too limited and externally set up.	1	2	3	4	5

30	The existing English language materials and resources do not encourage me to apply my instructional intention.	1	2	3	4	5
31	The examination format does not totally match with my approach of teaching.	1	2	3	4	5
32	I am not clear with how to go about for implementing my own pedagogic thinking.	1	2	3	4	5
33	The English language teaching program does not provide teachers with adequate choices to modify their lesson planning and mode of assessment according to their teaching context.	1	2	3	4	5
34	As teachers, we do not have much understanding of the overall objectives of the English language teaching program.	1	2	3	4	5
35	The assessment instruments we are required to use do not match with the teaching approach I am trying to implement.	1	2	3	4	5
36	The English teaching program does not acknowledge the role of learner autonomy and learner choice in facilitating learning.	1	2	3	4	5

II Teachers' Self-reported Classroom Practices

The following statements reflect the actual classroom behaviors that an English teacher could demonstrate in the process of instruction. Respond next to each statement by making a tick/√/ on the number that represents how often you use the type of instruction in the classroom. (Always/A/, Often/O/, Sometimes/S/, rarely/R/ and Never/N/ -scoring: 5, 4, 3, 2, and 1 respectively).

No.	Item	Responses(A, O,S,R &N - scoring: 5, 4, 3, 2, and 1 respectively)				
1.	In my teaching, I spend more time asking questions than giving information.	5	4	3	2	1
2.	I ask questions to stimulate discussion in my teaching.	5	4	3	2	1
3.	I give students the opportunity to get into groups and discuss answers to problem-solving activities.	5	4	3	2	1

4.	I provide activities that require students to communicate with each other in the English language.	5	4	3	2	1
5.	I present information to students in lecture format.	5	4	3	2	1
6.	In my classes students learn vocabulary in context.	5	4	3	2	1
7.	I ask students to memorize new vocabulary or phrases without showing them how to use the words in context.	5	4	3	2	1
8.	When teaching grammar, I encourage students to deduce the rules on their own.	5	4	3	2	1
9.	I use my knowledge of grammar rules to explain complex English sentences to students.	5	4	3	2	1
10	I present patterns in the English language for my students to deduce grammar rules.	5	4	3	2	1
11	I do not impede student learning through over use of the mother tongue/Amharic.	5	4	3	2	1
12	I get students to self-correct their errors.	5	4	3	2	1
13	I require my students to make cultural comparisons through out-of-class activities with members of the English culture.	5	4	3	2	1
14	I compliment my students on their successes in carrying out activities given.	5	4	3	2	1
15	I help my students to use the English language outside of the classroom.	5	4	3	2	1
16	I teach vocabulary and grammar through memorization and lecturing.	5	4	3	2	1
17	I help my students to practice language learning skills and strategies.	5	4	3	2	1
18	I modify the textbook exercises and activities whenever I feel appropriate and necessary for students' learning.	5	4	3	2	1
19	I use the textbook as the primary source of activities for the class.	5	4	3	2	1
20	In my teaching I encourage participation from the students.	5	4	3	2	1
21	In my classroom I utilize audio-visual materials in order to improve the learning process.	5	4	3	2	1
22	I encourage my students to consider solutions to problems without my	5	4	3	2	1

	help.					
23	I am a resource person in my subject area, English, primarily in terms of giving and sharing information.	5	4	3	2	1
24	I feel responsible for providing and controlling the flow of the content/lesson and the student is expected to receive the content.	5	4	3	2	1
25	I act as a role model by demonstrating skills and processes and then as a coach/guide in helping students develop and apply these skills and knowledge.	5	4	3	2	1
26	I follow up each student's individual progress in the English language.	5	4	3	2	1

Thank you for your cooperation!

Appendix B

Semi-structured Interview Guidelines (Pre-classroom observation Interview)

The main purpose of this interview is to understand what you think about English language teaching and learning and practically do in your classrooms. Every discussion will be kept confidential and you are expected to be open enough to express anything related to the language pedagogy. The researcher also will not disclose your name in the data analysis. Therefore, everything will be confidential.

1. Beliefs and conceptions teachers developed on the nature of English language teaching and English teaching as a profession
 - How many years have you taught English? How do you see teaching English? What beliefs do you hold about the difficulties and opportunities of becoming an effective English teacher?
 - What beliefs do you hold about the teaching of English? What kind of instructions do you think are helpful for students' learning? What kind of activities do you think are helpful for students' learning?
2. Assumptions teachers hold on the nature and the determining factors of English language learning
 - What do you think are the effective ways of English learning? Why do you think so? What kind of language learning processes do you think are students need to involve for successful acquisition of the language?
3. Practical classroom instructional experiences teachers reflect in their career
 - What do you normally do in your classroom? What kind of instructions do you usually conduct in your classrooms? (Do you usually present activities to students in the form of demonstrating, using the target language, explaining grammar rules, grouping students for discussions, etc?)

4. Impact of contextual factors that teachers believed to face in their classroom instructions

- Can you practice what you believe in the classroom? Why or why not? Do you find the school conducive and encouraging to apply your own pedagogy? Do you face problems of resources, management, students' capacity, lack of motivation, etc?

Appendix C

Sample Interview Questions for the Post Classroom Observation Interviews and Discussions

I spent a couple of hours observing your classroom teaching, and such amount of classroom experience could help me generate major instructional strategies you employed in your classrooms. Therefore, I request your cooperation in giving your own reasons or justifications for each instructional strategies or events given below.

1. In your teaching, you were trying to encourage students to use only English language in their interaction. For example, you reminded students now and then to speak English in discussing exercises given, and you yourself were trying to avoid using Amharic in giving explanations of instructions. Do you notice or remember such instructional event? Or do you agree with my observation? So why did you do that? Or why did you urge students to speak/use English other than Amharic in their classroom discussion?
2. In your teaching there were only a few students (4-5), who dominated the classroom discussion or working exercises with you. The remaining, majority students seem to be out of the classroom instructions. You did not give due attention to them nor did they give attention to the classroom instructions. Do you notice or remember such instructional event? Or do you agree with my observation? So why was that happened?
3. In your teaching, you rarely give feedback or corrections on students' grammatical error or any other language errors. The only thing you mostly focused was whether the students got the right answers for the given exercises. For example, students make grammar errors when they respond you about the answers of the questions you asked, but you do not give them correction on their grammar or pronunciation errors. Do you notice or remember such instructional event? Or do you agree with my observation? So why did not give correction on students' language errors in their speaking?

4. In your classroom I observed that you were a bit rushing. The students seemed not have sufficient time to discuss the exercises given. You mostly gave them a few minutes (2-4) to work on a particular exercise and you asked them to do the exercises together with you. Do you notice or remember such instructional event? Or do you agree with my observation? So do you think that students are short of time when they work on exercises in the classroom? If so why were you rushing?

5. In your teaching, you tried to make students work in groups by saying for example “discuss this exercise in groups; I will give you four minutes”. But, most of the students seem not to listen to you and they do not seem to do the group discussion. Do you notice or remember such instructional event? Or do you agree with my observation? So why do you think that most students did not give more attention to your instructions?

6. In your teaching, you primarily depended on the textbook exercises. You rarely used other extra texts or materials for enriching the textbook activities and classroom discussions. Do you notice or remember such instructional event? Or do you agree with my observation? So why did you depend on only the textbook exercises? Do you think that the existing textbook could help students develop their English or they need other additional materials?

Thank you for your cooperation!

Appendix D

Teachers' Classroom Observation Transcript

Teacher 1

Observation One, Gion School, Grade 11, period 5th (11:03-11:43), Date: Nov 21, 2011, No. Students 50, Topic Unit 5 Speaking Section (asking for and giving directions)

The teacher began his lesson by writing the lesson topic, 'asking for and giving directions' on the black board. He spent a few minutes reminding students about what they did in the previous lesson. Then the teacher informed students about the activity they will work on in the textbook, and explained the instruction of the activities as it was given in the textbook. That is, by looking at a picture of road networks at Addis Ababa, he instructed them how to act out the role play activity:

T: you start from Legahar rail way station you go to Art Kilo, look ... the map, you start from legahar you go to Zewditu Hospital, your destination is Zewditu Hospital, you start from Legahar, you go to Blacklion Hospital , Blacklion ; you start from Legahar, eh no Meskel Square and go to Blacklion Hospital, Meskel Square, Blacklion Hospital. You start from Meskel Square to Telecommunication. Using Amharic is impossible, as much as possible the purpose of speaking is to develop your listn, eh speaking ability. Therefore, whatever the data breaks that ..breaks , use only English, ok? use only English. Eh..the other thing is you change the role, you change the role, eh this means for instance, x and y or the starting point is Mexico eh Mexico Square, you meet at Mexico square and somebody does not know Sport Commission, then he asks where Sport Commission is, you tell how to get the Sport Commission, after that the one who asked or answered or gave response where the Mexico square is, you will reverse the role.

The teacher also instructed students to get into groups of three or more and act out the role play activity. A few students made groups with other students seating behind, but they were still using Amharic in discussing how to understand the given map and do the role play. For example, one student said to her male partner "ante eyenegerkegn newe menged yemehed ena emagegnew botawn? Woyes endetnew emiseraw? {Is it you who tells me the way to these places given? How can I do the activity? }". The class was very noisy; some students

speak Amharic about things related to the given activities, and some others were wandering or looking idle and doing/talking about something else. The teacher was moving round the class, and after about 15 minutes he said, “Finished? Who can present in front of the class? Who can act out? ” . The students did not respond. After a few minutes silence the teacher said that he himself was new to such kind of activities; and yet he urged students now and then to perform the activities. Then, two volunteers came out to perform the role play. The teacher was directing them to take their own role and perform it. Thus, the pair of students tried to act out the role play for about three minutes. For example, one of the students said “excuse me, can you tell me the way of go to Zewiditu Hospital?” The other student responded, “Yes of course, let me show you the way of Zewiditu Hospital, go straight along until you are reached roundabout and along you found the second round about and come the right...” When they finished performing the role play, some students applauded them. Then, the teacher said “thank you” and asked one of the partners “did you find the place?” the student responded him with smiling. Thus, after a while the teacher marked the end of the lesson.

Observation Two , Gion School, Grade 12 H, period 5th (11:03-11:43), No. Students 49, Topic Vocabulary exercise (matching), Date: Nov 22, 2011

The teacher inquired students about the topic of the previous lesson, “what was our lesson yesterday? We did exercise one and two? Today we will continue exercise three, matching”. And he asked the students whether they did the exercise at their home. A few students nodded him. Then, he gave further explanations on the instruction for the exercise three, matching, and he said “ok, compare your answers with your friends”. Some students opened their exercise books and shared one textbook with three to six; they talked about their answers with a mix of Amharic and English. Some other students were wondering and talking about something else. The teacher was moving around the class and he seemed to follow students’ activities closely. After about ten minutes, the teacher wanted to discuss answers for the exercise together with the students and he just said “let’s see together?” However, the students were still talking, referring their answers to the textbook. The teacher tried to get students’ attention by raising his voice and repeatedly saying “Let’s see

together..?” Then, asked the whole class “which definition is related to the first? A few students (three to five) raise their hands. The teacher pointed at one of the volunteered students and the student said ‘E’. Then the teacher responded him yes and he said “the second?” In that way the teacher finished the vocabulary exercise and moved on to the next section on page 18. He read the instruction and gave brief explanations about it. Then, he ordered students to work on the exercise with their partners, “work out with your partner and discuss your answers”. He also reminded them to use English. After about five minutes, the teacher asked the students to do the exercise together with him. Then, he did the exercise together with a few volunteered students for a few minutes and announced the end of the lesson.

Observation Three, Gion School, Grade 12 I , period 5th (11:03-11:43), No. Students 49, Topic discourse markers (home work exercise), Date: Nov 23, 2011

The teacher entered the class with the textbook and said, “What did we see yesterday?” then, a student responded him, “discourse”. The teacher acknowledged the student’s answer by saying “yes, discourse markers”. Thus, the teacher wrote the topic, discourse markers on the blackboard and he said “what is the purpose...why do we use discourse markers?” a student answered “to connect one idea to another idea”; the teacher accepted the student’s response by saying “yes, to link ideas together”. Then the teacher wrote ‘exercise 3 matching’ on the blackboard and started to read each matching items to work together with students. That is, the teacher read each items and inquired students (volunteered) to give him answers. For example,

T: number nine, my mark is (the teacher read the item) ..., Yes?

S1: whereas

T: yes, whereas. Now let’s see page eighteen, exercise four. Make a small group and work page eighteen. (A student did not satisfy with the answer for item number four and he asked the teacher if the word ‘moreover’ can be another alternative answer).

S2: ‘gashee arategnawee moreover ayehonemee?’ can we use ‘moreover’ for item number four?

T: moreover ‘yechalale’ it’s possible.

S3: teacher number four?

T: number four, a percentage of (The teacher read the item), then?

S3: so the cause of the first sentence is the second?

T: is that the cause? Please see it, so let's go to exercise four, (The teacher seemed not comfortable with the student's question)

Then, the teacher rushed into the next exercise. He read the instruction and ordered students to work on the exercise by getting into groups, but most students did not involve in the lesson, they talked about something else with their language, Amharic. After about five minutes, the teacher got in to doing the exercise together with students.

T: let's see the first one?

S: that is depend on the religion

T: yes, I accept. (The teacher discussed the exercise together with a few volunteered students for about six minutes and moved on to the next exercise). Let's see the next?

Some students began to talk about the given exercise by pointing their pen at the textbook exercise. The teacher was moving round the class and in a few occasions, he joined a group of students and gave them brief explanations on how to do the given exercise. The class became noisy, almost every student talked with a mix of Amharic and English. After about four minutes, the teacher began to discuss the exercise together with students.

T: ok, who can tell us the first one... do you eat together or do you eat alone? Who can tell us? (Three to five students raised their hands and the teacher called upon one of them)
Demeke?

S2: when the gust coming, I eat alone

T: what is the reason behind? (The teacher looked for a response)

S2: it is culture

T: the culture, any other? (He pointed at a volunteered student by calling its name) Bekalu?

S3: because to respect them, the small children eat together.

T: other?

S4: No, that is the sign of family love.

T: Ok, when we eat together one may eat fast and others may be slowly. How do you see it?

Ss: Laugh (some students smiled)

T: The next you can tell us how do you eat food at your home. (The teacher looked for a response)

S5: In my family no difference, but during mothers get birth they need to eat alone.

T: Ok, the children must not look at older gusts, how do you see it... what is your experience towards this? (The teacher looked for a response)

S6: When there is a gust, anyone can not do the gust.

T: No one speaks during feeding? Who can tell us...number 15, no? Ok number 20? (The teacher called upon any students' roll number randomly)

S7: Yes, because we should be silent, from biology.

T: To save your life...? Ok good we will stop here. (The teacher closed the lesson)

Observation Four, Gion School, Grade 12 H , period 5th (11:03-11:43), No. Students 49, Topic: 'Speaking, argument for China's one child policy; Date Dec, 12, 2011

The teacher wrote the topic, 'speaking, argument for China's one child policy', on the blackboard. Then, he revised the previous lesson, vocabulary exercise, quickly and wrote, 'assessment, exercise 1, speaking' on the blackboard. He also wrote a question, "1) should women stick to the traditional roles or should they have careers?" on the blackboard and asked students to discuss about it. Even he said, "I give you only four minutes to discuss". Most of the students seemed not ready for discussion. They just talked in their language, Amharic, about something not related to the issue. The teacher moved around and tried to help students respond or talk about the discussion point. After about six minutes, the teacher wrote the second discussion point, "2) is our way of traditional life disappearing in the modern world?" He also reminded students to discuss on the issue for four minutes. Then, after a couple of minutes, he wrote the third discussion point, 3) the modern or the traditional way of life? By moving around the class the teacher repeatedly said "do not open your textbook, just discuss the written point on the black board". He also moved on the fourth discussion point, 4) China's one child policy... students were asked to discuss the advantages and disadvantages of the policy. The teacher moved around each rows and tried to help students respond to the given issue; for example, by saying:

T: What do you see China's one child policy? Who can tell us? You support it... nobody?
(The teacher looked for a volunteered student to respond)

S1: I support, I strongly support this idea, it support development.

T: It supports development. (the teacher still looking for another response)

S2: I totally disagree with China's one child policy. However, everyone wants to have two children, second it facilitates abortion and if it continues, there will be fewer number of people.

T: Another? Who opposes Yibeltal's idea?

S3: I oppose because our God says opposes this.

T: Ok, our God does not allow. It lets us occupies the whole world.

The teacher wrote the next issue of discussion on the blackboard, 5) what regrets do you have? He tried to help students to respond by giving examples like as he said, "If you scored not a good grade last year...? Can you tell us your regrets?"

S1: I wish I could draw any technical drawing.

T: Any other?

Ss: Silent

T: Do you hungry?

Ss: Verbal cues (some students responded)

Then the teacher said, the last one is about the way you brought up. He wrote a few words like feeding, playing and learning, on the board for students to use them in their discussion, and announced the end of the lesson.

**Observation Five, Gion School, Grade 12 I, period 5th (11:03-11:43), No. Students 49,
Topic: reading, assessment; Date: Dec 13, 2011**

The teacher asked students to take out the textbook on page 29, and he said that he is going to test them, or he called it, individual assessment. Then, the teacher distributed a piece of paper that has a written text on a story of a wedding ceremony, and he ordered students to do the textbook exercise or questions based on the reading text. The reading passage is a page long written in a mix of dialogue and narration. The teacher repeatedly told students to do it individually by taking out a piece of paper from their exercise book. The students became a bit quiet as soon as they received the reading paper or passage. It seemed that they were

reading the text silently. However, after two or three minutes, students began to whisper with each other. The teacher was moving around to check whether every student is working on the activity. In the mean time a student raised his hand and asked the teacher for further clarification on how to do the given reading exercise. Then the teacher approached the student and tried to give him further explanation. The students spent about ten minutes reading the text. Then a few students began to work on the questions given on their exercise book. However, still the class was quiet; every student seemed to focus on reading and working on the follow up exercise. After about twenty minutes, the teacher said “If you are finished, try to do the next exercise”. Then, he wrote the exercise number on the blackboard. But the students seemed not ready for the next exercise. The teacher said, “ no need of talking” he seemed to look for a student who has finished the first exercise, reading assessment. A group of students began to talk each other, but the teacher immediately pointed his finger at them to mean ‘keep quiet’. Another student asked the teacher “qetelen mendinew menseraw?” {What are we going to do next?} The teacher hesitated to respond. Rather, the teacher was waiting for students to finish the assessment. Then, he collected the students’ paper and closed the lesson by reminding students about the day’s lesson discussed.

Teacher 2

Observation One, Gion School, Grade 12C, period 6th (11:45-12:25), No. Students 45, Topic Reading comprehension (The English Language) Date: Nov 21, 2011

The teacher began the lesson by writing the topic of the lesson, “Reading Comprehension (The English Language)”. He explained the importance of learning English language for about two minutes, and said “this is the brief introduction of the passage”. Then, by referring the textbook, he said “let’s see these three questions”, and he invited students to discuss on the pre-reading question. One of the questions asks why English has become the medium of instruction. The teacher repeatedly said, “why English is become the medium of instruction in our context? Why? First you should say something about this....!” The teacher tried to encourage students discuss on the three pre-reading questions by moving around the class. The students were talking about the given questions by referring to the textbook. Of course

there were a few students wandering with no attention to what the teacher said. The class was a bit noisy. Some students talked about the answers of three questions with a mix of Amharic. Then, after about four minutes, the teacher asked students to stop discussion and do the pre-reading questions together with him.

T: Eh... (The teacher still looking for volunteered students to respond him to the first pre-reading question, then he got two students raising up their hands. He pointed at one of the students and the student responded to the question “why English has become a medium of instruction?”)

S1: Because it is common in the world to express any idea or it is full of word to express any areas in English. So they use English as the eh use to transmit any information English...eh it is the common language”

T: Because it is a common language eh and it is worldly spoken, eh is that your answer ?

S1: Emu (the student gave verbal cue)

T: Good, it is a good attempt. What else ..what else?

S2: It has many words?

T: It has..? (The teacher elicited)

S2: Many words

T: It has many words ... and?

S2: Rather than others.

T: It has, English has many words, rather than... rather than other languages you mean?

S: Emu (the student gave a verbal cue)

T: yes? Can you elaborate on it please?

S2: Amharic...

T: Yea? (The teacher seemed a bit confused)

Ss: Rather than Amharic. (The other two students tried to maintain or fill the conversation)

T: Oh, alright. Eh this ... It is a good attempt. Alright, let's see others?

S3: I think if understand the development and that of the colonization, when we say colonization English controls all over the world, that eh it says ‘ in our controls no sun set or the sun cannot hide with our controllable place. So it sends the main developed and they may control all the world that they introduce or distribute their languages in the world.

T: Because of their power?

S3: Eh, their power.

T: Eh? (The teacher pointed at another volunteer)

S4: The subjects to make easy when we learn English.

T: The language must be learnt because most subjects are given through the medium of English. So you learn English in order to get good marks in other subjects, is that your point?

S4: Yes.

T: Alright, good, good.. Yea, there?

S5: Why to learn English means, to develop more relations... in other countries.

T: You learn English in order to develop?

S5: More relations in other countries.

T: In order to develop your relations with?

S5: Other countries.

T: With foreign countries, in order to enhance communications with foreign countries...?

S5: Yea

T: Very nice, what else, what else?

S6: Because we learn English, as we know English is an international language. So most written materials are written by English, to read them we learn English.

T: Most... good. Yea, most of the materials that we find, for instance, in the libraries or elsewhere are written in English. so if you have ... a good deal of understanding the English language, you can understand or get information from ...? Texts. Very good. Number 3, what moral values do you hoping for, moral values? (The students were talking about the question, 'what moral values do you get from learning English?' after the pre-reading questions, the teacher gave the students 15 minutes to read the reading passage. He also said "I hope everybody has the textbook, " and reminded them that they should read it individually and silently. .However, the students were reading the text loudly with their friends sharing one textbook for three to six students. The teacher wrote the activities (vocabulary exercises) of the textbook on the blackboard . For example, A. confined to (paragraph and line 3), and B. first language (paragraph 2). Then the teacher said once again " read silently and work out the exercise" after a few minutes he asked the students to

do the exercise together with him, and almost similar pattern of the teacher-students interactions as given above, were observed until the end of the lesson.

Observation Two, Gion School, Grade 11C, period 5th (11:05-12:45), No. Students 49, Topic Vocabulary (Using words in context) Date: Nov 22, 2011

The teacher wrote the topic of the lesson on the blackboard, 'using words in context'. Then he orally gave students a few examples of words that go together (e.g., consist of, limited to, etc.). The teacher further wrote sentences on the blackboard to explain how words are used in sentences and how students work out their meanings based on the given sentences. Some students were taking notes from the board though the teacher just copied the example sentences from the students' textbook. After discussing with the students about the use of words in sentences, the teacher ordered students to get into groups of three and work out a similar exercises in the textbook. The students were told to finish it within ten minutes and the teacher moved around the class. The class was a bit noisy, most students talked about the given exercise using their mother tongue, Amharic and sometimes they mix English words. For example, "especially yehegnawn word lemerdat betesetn context teteqmen enmelsalen'. Almost all students were sharing the textbooks in three to five students and therefore, each student is forced to get into groups for sharing the textbook. The teacher, asked the students to do the exercises together with him, and he did it with a few volunteered students for some minutes as follows.

T: Now let's see the answers together, yea?, I think the fist has been done for you as an example. The second question says this new fascinating story.... (The teacher read the question from the textbook and tried to give students some clues for answering the question). You have to find the word that goes with the given preposition. Yea?

S: Originated

T: Yea, originated, that is nice. This word goes with, 'in', for instance, confine in most cases goes with... 'to' and limit in most cases goes with ... 'to', or awareness goes with ... 'of' eh? Other words like fluency or fluent goes with?

Ss: (Non verbal response)

T: 'In', you have to know this.

After finishing each question, in the way presented above, the teacher tried to summarize the exercise. However, one student raised his hand and said “what does fluency refer to?” then the teacher gave chance to volunteered students for answering the question, and one student answered it. The teacher, then gave further explanation and wrote a class work on the board, ‘ make acceptable sentences using fluency, entertainment, etc’ . Thus, some students got into working on the given exercise. After a few minutes, the teacher asked for a volunteer to compose one sentence using the word, entertainment. Immediately, a girl came out and wrote her sentence on the blackboard, “I watch Film for entertainment during my break time.” then, the teacher read the sentence and he said “ acceptable”. Similarly, the teacher did the rest of students’ sentences and made signal for the end of the day’s lesson.

Observation Three; Gion School; Grade 9F; period 3th (9:25-10:05); No. Students 55; Topic passive construction; Date Date: Nov 23, 2011

The teacher began the lesson by asking students about what they learnt in the previous lesson; but he did not require students to respond him, and he briefly summarized the lesson, passive voice, within two to three minutes. The teacher also wrote an example of active voice sentence construction “e.g., she wrote a letter” on the blackboard, and he made a volunteered student to change the sentence orally in to passive. Then, he asked students to discuss the textbook exercise in groups for five minutes. He said, “act in groups and work on the exercise given in the textbook, I gave you five minutes”. However, the students did not have sufficient textbooks, and they had to share a textbook with five to six students. The teacher began to move around the class and he occasionally gave further explanations and guidance of how to do the exercise to individual group of students. The class was noisy, some students talked about something else. They did not seem to attend the lesson. Some others looked interested in the exercise and took part in the group discussions or giving answers for the given exercise. Most students speak Amharic with a mix of English words. The teacher largely used English in every instructional interaction, but he did not force students to use it. However, volunteered students interacted with the teacher in English. After about seven minutes, the teacher announced the students’ discussion period has finished and asked them to do the exercise with him. Then, he did the answers for the given

exercise together with volunteered students and gave a summary of the lesson before leaving the classroom.

Teacher 3

**Observation One, Gion School, Grade 11E, period 4th (10:15-10:55), No. Students 47,
Topic Language pattern (pronouns) Date: Nov 21, 2011**

The teacher wrote the topic of the lesson, 'pronouns' and he just asked the whole class whether they have learnt about pronouns; he did not get any response from the class. However, he directly got into revising his previous lesson for a couple of minutes. Then he began his lesson as follows.

T: Pronouns, how we use them, when we use them these? (He pointed at a volunteered student)

S1: To replace noun

T: Ok, to replace... nouns..., yes?

S2: Pronouns used eh... instead of nouns to avoid repetition of nouns.

T: To avoid repetition of subjects or nouns (the teacher wrote, 'subjects or nouns' on the black board and gave further explanations). How many pronouns do we have?

Ss: (No response)

Then, the teacher said that even though there are fifteen types of pronouns, only ten are the common ones. He wrote 'personal pronouns' on the board with examples like 'I', 'you' and 'we'. After dictating some pronouns to the students about a few minutes, and he asked them to copy the notes given in their textbook. In fact there were a few students who seemed passive and they appeared that they were not in the class. That is, they did not follow the teacher's dictation. They just wandering and not seemed to be interested in the lesson. However, most students were taking part in the lesson especially in the dictation and copying of some notes from the blackboard and textbooks. The teacher did only concern on the volunteered students. He also frequently used students' mother tongue, Amharic when he explained pronouns and posed questions to students.

T: Indefinite adjectives eneman nachew? (The teacher wrote words such as few, a few, many, little, etc, on the blackboard). By the way, adjectives k pronoun gare yimesaselalu yaleneu lezihe newe.

Ss: (No verbal response)

T: Selezih andandi gize enezih ajktivoch ende pronoun yagelegilunal

The teacher also wrote a few words like anyone, someone and somebody, and he asked the students whether they know those words or not. Then, the students collectively responded him “indefinite pronouns”. Thus, the teacher tried to give further explanations on how to use such pronouns. For example, he said and wrote it on the blackboard “If we have –ve sentence, we can use anything; like I have not anything). After three to four minutes he closed the lesson.

Observation Two, Gion School, Grade 11D, period 4th (10:15-10:55), No. Students 53, Topic: pronouns; Date: Dec 22, 2011

The teacher asked students whether they were given homework or not, and students collective responded him “yes”. But the teacher spent about five minutes to give explanations about reflective pronouns. Then he moved on to working the homework exercises together with students. The teacher did the exercises in the way that he read each question or item from the textbook, then students gave him response or answer for each item by raising their hands. The teacher also focused on a few volunteered students in giving chance for answering questions. Even he needed confirmation from students for a student’s response or answer. That is, the teacher mostly did not accept the students’ answer without saying “is it right?”, and the students collectively gave him ‘yes’ or ‘no’ response. However, the teacher gave further explanations or examples orally as well as by writing on the blackboard whenever he felt that there was confusion on students’ understanding. A student raised his hand and asked the teacher “why do you use personal pronoun?”, the teacher responded him “sertachihutal ayedele? Byetachihu? Melsun eyayen newe yemenhedew”. [did not you do it at your home? Now we are just working out answers for each item]. Then the teacher continued doing the exercises together with the students.

T: The next one?

S: Her

T: What about he? (the teacher still waiting for another response)

S2: Hers

T: Hers, possessive pronoun.

Then the teacher worked on the exercises in the given manner about five minutes and closed the lesson.

Observation Three, Gion School, Grade 11G, period 3th (9:25-10:05); No. Students 49, Topic: present perfect and simple past tense; Date: Nov 23, 2011

The teacher began the lesson by asking students about what they discussed in the previous period. However, the teacher did not require any response from students; rather he directly went on giving explanations, in the form of revision, on the functions of present perfect and simple past tense by writing examples on the blackboard. For example, he wrote two sentences to show how 'for' could be used in both present perfect and simple past tense: 1) I have been in Bahir Dar for two years; 2) I was in Bahir Dar for two years. The teacher further elaborated the use of 'for' and 'since'.

T: When we use these words 'for' and 'since'? (In fact, the teacher did not seem to require any response from students). ‘

Ss: (No response)

T: Since' yemiyasayew point of time newe 'for' gene duration newe yemiyasayew. what are the adverbs we use with simple past tense? (In fact, the teacher did not seem to require any response from students and he gave examples on the blackboard) yesterday, last week, last night, etc. you can use 'always' in the simple past tense, and 'used to' or 'be used to'. Mesale misetegn ale? (The teacher answered his question himself and wrote it on the board) I used to write a letter to my friend. 'used to' mendinew miyamelektew? habitual action newe selezih 'always' past habitual action meteqem getse haya layee yalewn exercise sertachihutal? sertechihutal? Kaleserachihut meserat alebachehu! it is better to perform. Lemesale yemejmeriyawn eneseraw? (The teacher looked for a response from students).

S1: Has been

T: Awo! has been newe

Then, he gave students a few minutes to work on the textbook exercise; and the teacher began to move around the class until the students finished the given exercise. He seemed supervising students mainly focusing on students who asked for help. Some students seemed to concentrate on the textbook exercise, by copying items and discussing their answers using a mix of Amharic and English. Still other students seemed to wandering and they appeared not interested in the given exercise. After about seven minutes, the teacher started working on the exercise together with the students.

T: Ok, huletegnaw The AAU... (The teacher read the item and looked for a response)

S2: Has achieved

T: Has achieved yaqerebale malete newe. Sosetegnaw?

S3: Was proposed

T: Yea, passive newe ok 'D' The AAU is successful in....(The teacher read the item) played or are played? Yea ezih laye past newe selezih simple past tense meche endementeqem bei context terediten mawoq aleben Next... this week newe milew wanaw referensachin yehe newe:: lelochin melisachewn becha serochew andandochu liteqimachehu yechilalu yawe yepast tense egna present perfect leyunete ezih gare meredate yechalale::

A few students seemed out of the lesson for different reasons; they did not take part in the exercise. For example, a student was sitting alone and he was looking for a textbook. Even the student said “textbook yelegnem”, that was to say, he did not have the textbook. However, the teacher did not listen to what the student said; and the teacher carried on the instruction.

T: Ezih laye mene ayenete adverbach newe yalut yemilewn meleyete:: lemisale yemejemeriyaw which kind of verb can be appropriate yemilewn maseqemete::

S3: Enezih indefinite yemibalew adverb yelechew newe?

T: Yes,

The students tried to work on the exercise sharing one textbook with five to seven students. They discussed with a mix of English and Amharic on the exercise sitting crowdedly. For instance, a student in a crowded group said “yemiyameznewn wosden mesirate alebene” the other student within the group responded “meneme time yemeyamelekete negere selele meserate anchileme” the said “ ok, sosetegnawn kecheresachihu, arategnaw laye meche newe ago, since, for'ne yemeneteqemewe yemilewen newe; melesun ande gize enserawelen.

A student raised his hand and asked for help in working the exercise, but the teacher responded him that it was time to leave the class and went out the room.

Observation Four, Gion School, Grade 12C, period 3th (9:05-9:45), No. Students 49, Topic: reading comprehension; Date: Dec 13, 2011

The teacher tried to revise the previous lesson that was about 'expressing regret' by using words like would and could. He also asked students to make sentences using the word 'wish' as follows:

S1: I wish I could dance

T: Yes, yawe newe past tense newe.

S2: Wish'n lecomparative meteqem anechilem?

T: Yes, you can but here we have to use 'wish structure', wish + subject +verb (the teacher wrote the structure on the blackboard).

Then the teacher made a quick feedback on homework exercise. For example, he said "ok, the next one, number 5, amesetegnaw?

S3: I wish I had not lost

T: Yes, we make past perfect, next?

S4: I wish she were there.

T: Yes, 'were'yemile verb yewosedal, yemiqetilew verb'och tesetitochehu complement bemechemere memeles newe, yehe yerasachehu newe. Next argumentoch alu the first, one child policy (the teacher read the textbook instructions and gave further explanations to the students), textu wede sosete...arate paragraphoch lelagnaw vocabilarych ahun sostun argumentoch compare aderegachehu tenegerugnalachehu.

The teacher, asked students to compare the three arguments given in the textbook; then, he began to move around and whenever he was needed, in a few occasions, he gave further explanations to individual students on how to do of the given exercise. The students made groups with three to six round their desk chairs. The teacher seems to follow up or monitor students' discussion or activity until he needs to work on the exercise together with them.

For example, in one occasion, he gave correction to a student who was overheard saying ‘agreement’: “ agreement ayedelem argument newe enanete yemetawetute sewochu yedegefuten ena yetequawomuchewe mekeneyatochen newe. In the mean time, one student asked the teacher “ better of” mendine newe? then, the teacher replied the student yawe “better of phrasal verbnewe” some students were talking about not only the exercise given but also the social and cultural issues not related to their activity. The teacher still tried to clarify students about what to do and how to do with the reading comprehension exercise.

T: Ok, ezih laye when you are putting the arguments, you can paraphrase, begeban meleku paraphrase and put them... So what are the arguments to have ...what is the point behind?

S5: To save eh...

T: To save resources, limited yehonewen resource save yaderegalu yemilew others? To slow down the growth rate... population growth , (the teacher waiting for responses)

S6: In order to balancing the demand

T: Yes, to balance the demand and supply. The second one, yes... others?

S3: Lack

T: lack of hard working people, he wrote ‘ elders may not have support’ that is ageing. Yehe eredata mesetete newe mibalew? Yanegere yeqerale yes yanegere ayenorem...lelawes?

S4: Single

T: Yes, loneliness, bechegnenete lelawes?

T: It encourage abortion

S5: Yea, it encourage abortion, selezih enezih negeroch ye argument menesha neteboche nachew malete newe. Ahun amesetegnaw laye enehedalen vocabularyoch alu right column laye yaluten azamdochew ‘easing’ yemile word ale mene malete newe?

Ss: (Silent)

T: Easy kemilew newe yemetaw kedebeterachehu laye serut vocabularywen.

Then, some students began to copy the vocabulary exercise from the textbook. Others were not engaged in the exercise. They talked about something else. After about five minutes, he went on working the exercise with students by asking volunteered students as he did above, and he closed the lesson.

**Observation Five , Gion School, Grade 11G, period 3th (9:25-9:05), No. Students 47,
Topic: expressing opinions (agreement/ disagreement) ; Date: Dec 15, 2011**

The teacher entered the classroom ten minutes late, directly opened the textbook, and said “first of all let’s see the given matching exercise”, and required students to discuss the exercise together with him. Then, he carried on reading each expression and looking for a correct answer or match from volunteered students. For example:

T: Agreement?

S1: I totally agree.

T: Ok, disagreement?

S2: I just can’t agree.

T: Yea,

S3: Why ‘I am not sure’, can show disagreement? (A student asked the teacher to accept ‘I am not sure’ as a correct answer)

T: Bergite opinion newe but we can express ‘disagreement’ (the teacher seemed to accept the student’s answer hesitantly) the next exercise....,

S4: Teacher, ‘I am not sure’, polite ayameleketem? (The student seemed not to accept the teacher’s feedback)

T: yechalale negere gin ezih laye yeteqemetebete geleste ayedeleme lamalete newe.

Then, the teacher moved on the next exercise by saying “on page twenty-six, there are learning styles to choose. So complete your own learning style, page thirty laye tilante yesetehochehu ale you have to order the exercise”. The teacher reminded their previous discussion and he needed students to perform the exercise accordingly. However, some seemed a bit confused. They did not look understand what the teacher intended them to do. Then, by moving around the class he was trying to give more explanations on how to do the given exercise. He approached individual group of students sitting in crowd and sharing a textbook with eight. Even a few students seemed to wander or look at here and there without any textbook. There were only six textbooks shared with lots of students. The class became noisy; almost every student seemed to talk largely in their language, Amharic, about the

given exercise and other non academic issues. There were more students who did not seem to attend the lesson. For example, two students were sitting together, around the center of the room, with no textbook and they appeared to talk about something else other than working on the given exercise. Even the teacher seemed to concern only those who need help for doing the exercise. He spent more time about fifteen minutes working with the students crowded around a textbook. Then class period ended up without coming backing from students' classroom exercise to collective work (that the teacher work together with the students by calling upon students who are volunteered).

Observation Six; Gion School; Grade 12C; period 3th (9:25-9:05); No. Students 47; Topic expressing regret; Date Dec 16, 2011

Writing the lesson topic 'expressing regret' on the blackboard, the teacher asked students to open their textbook on page 33. Then, he discussed on the exercise with a few volunteered students, and moved on to the day's lesson, 'expressing regret'. The teacher spent five to seven minutes giving further explanations on how to express 'regret' by using the "wish structure, conditional sentences, and 'but for'". Without referring to the textbook, he wrote examples by himself on the board, and some students took notes. Some others were following the teacher's explanation attentively. The teacher used a mix of Amharic and English language when discussing and presenting examples on how to express 'regret'. For example, he tried to elaborate the lesson as follows:

We can also express our regret using conditional sentences; especially conditional type two and conditional type three. Conditional type two, it is mostly used, more than in the verb one form of the verb in the if...in the main clause ayrdele? selezih Conditional type two, verb two newe ayedele yalenewe? simple past tense alewe malete newe type three condition degemo mene ayenete sentence...mene ayenete verb alewe? ... verb three alew past perfect tense alew selezih when we use past perfect action, when we use the past perfect tense in the if clause; and the would have plus verb three in the main clause, we are expressing past regret. The past perfect is directly related with past regret. Simple past or likely condition is directly related with present regret. For example, if I had money, if I had money, I, you

would, what do you like? I would buy a bus. I wish you could buy a bus.... Ok, if I had money, I would buy a bus. This is regret..., present regret maletu newe.

Then, the teacher asked students to work on the follow up exercise in the textbook. But, still he was giving more explanations on the difference between “conditional sentence type 2” and “conditional sentence type 3”. For example, he said, “type 2 condition effectu present newe negere gine type 3 condition effectu past newe”. Then, after two to three minutes he directly moved on to reading items from the textbook. He just read each item and gave oral answer with further explanations on how the conditional sentence or the item was used to express regret. In a few occasions, the teacher also asked for volunteers to make sentences using conditionals or give answers for the questions in the textbook exercise. Even he wrote the students’ response or answers on the blackboard and discussed on it with students:

T: ok, the third one, the third one, you don’t play baseball very well in the field, so you can’t be in the team (The teacher read the item from the textbook)....so this is present regret? newe ayegele? Selezih endete newe conditional..., conditioned emetaderegute?

S1: If I were in the team,

T: Eh..ha..? (The teacher tried to help the student by repeating what the student said)

S1: If I were in the team, I would play in the field

T: If... If I were in the team?

S1: I would play... in ...the field.

T: Emu..., yehe lelawe possibility newe... lelawe possibility newe teru newe... (The teacher still looking for another student’s response) eshe belela melekuse? If I were in the team, eh..ha?

S2: If I played...base...baseball enough, so I...I could be in the field.

T: I could be...in the field. Possible newe ayedele? (The teacher wrote the student’s response on the black)

T: If... If I... played ...baseball newe? well enough, I ...could be...in the team. Possible newe.

S2: played ...baseball, well enough.... (The student dictated the teacher)

Then, the teacher asked the students to work out the remaining two questions within four to five minutes. However, the time was ended up and the teacher signal the end of the lesson.

Teacher 4

Observation One , Gion School, Grade 11, period 5th (11:05-11:45), No. Students 49, Topic vocabulary, Date: Nov 22, 2011

The teacher wrote the day's lesson topic, 'vocabulary – travel words)' on the blackboard and he stood up at the door, to wait for late comers. Then he reminded students about the previous lesson and directly got into the day's lesson by asking oral questions about the different ways of learning vocabulary. The students answered his questions orally as:

Ss: Contextually.

T: Yea, by studying the word contextually, and the other one? (The teacher asked the whole class)

Ss: Dictionary.

T: By using ?

Ss: Dictionary.

T: Yea, by using dictionaries. Then the teacher asked the students to work on the vocabulary exercise given in the textbook. He just wrote 'Answers' on the board and waited for students to finish working on the exercise. Some students were talking about the given exercise by referring or pointing at the textbook with a mix of Amharic and English. There were also other students wondering, not having attention to the exercise, and a few ones were looking for seats where there were textbooks. There were only a few number of textbooks shared with students of three to seven in a desk. After about ten minutes, the teacher said "now you can compare your answers with your friends". But it was a few minutes to stay and he went on doing the exercise together with the students.

T:Let'sdothefirstone?

Ss: Travel, (a few students gave verbal cues)

T: Eh? (The teacher still waiting for the correct answer, by moving around the class)

Ss: Brave, (a few students gave verbal cues).

T: Brave.

T: The answer is reservations. (the teacher wrote the answer on the board). Reservation means arrangement of something. For example, if you want to fly from Addis Ababa to Bahir Dar, you may ask for reservation of plane ticket. Next one, number two... (the teacher read the question), eh?

S: Restaurant

T: Ehe?

S: Restaurant... do you agree?

Ss: Yes (a few students responded)

T: Do you agree?

Ss: Yes (a few students responded)

T: Eh...no, ..eh?

S: Penseen

T: Please pronounce it correctly. The answer is?

S: Pension

T: Pension. (the teacher wrote the answer on the board and read the definition given for the word pension). three (he read the item), eh?

S: Tour

T: Do you agree?

Ss: No

T: Eh?

S: Tree

T: Ehe... tore (he wrote it). tore means... rip, slash, ..(tried to explain the meaning of the words).

The teacher did this vocabulary exercise together with the students from question one to five, but the remaining questions (6-10) were left for students. In fact the teacher instructed the students that first they should read each question carefully and give the answer. Some students were taking corrections or they were writing the meaning of words on their exercise book, while some others were pointing at the exercise with their pen and talking about each question with Amharic. The students seemed interested in the activities. In the mean time the teacher said “ now you can compare your answers with your friend “. But, the teacher immediately went on doing the exercise together with the students in a way he did so far.

However, most students were not complying with the teachers' oral instructions like "first do it individually, then compare your answers with your friend". The teacher did not go further as the period ended up soon.

Observation Two , Gion School, Grade 12 B, period 3th (9:05-9:45), No. Students 51, Topic reading comprehension (travel and tourism) Date: Nov 24, 2011

The teacher wrote the lesson topic, travel and tourism, and the pre-reading questions. Then said " ok take out your textbook page seventy-six, now there are three pre-reading questions, then discuss the three questions in groups". Most students began to talk about the questions in Amharic, some students pointed at the questions with their pen; while a few students did not seem know what to do. They just wondered and looked for something else. The teacher was moving around the class and he once sat with a group with about two to three minutes. The class became noisy and the teacher was still walking around.

T: Have you finished?

Ss: Yes (some students gave a verbal cue)

T: Ok, let's discuss these three questions? What preparations do you think you make before moving far away?

Ss: Teacher, teacher, (a few students verbal cue)

T: Ok that group?

S: Have money

T: Eh...any other? You have something to say? (The teacher pointed at groups of students)

S: I have gather some information about area...(the student tried present his ideas)

T: The answer depends on your purpose. Let's come to the third question, if you visit a town or city, where do you prefer to stay the night? (the teacher read the question given in the passage) Any volunteer? Any volunteer? Where do you do you prefer to stay , in a hotel or in your relative's house? The result of your discussion, eh?

S: If I did not have relative, I stay hotel, eh if I have, in my relative house.

T: Ehea, ok, Any other? ok?

S: Our conclusion, it is better to stay in hotel because to be free, if I stay for example in my relative, if I stay, I am the disturbance of that family, therefore and also if I stay that area early in the morning, it is also the disturbance for that family.

T: Yea, ehea? (The teacher gave chance to another student)

Thus, after finishing the pre-reading questions the teacher order the students to read the reading passage silently. He also said “try to understand the passage as much as possible”. Then, most students were reading the passage silently for about ten minutes, and they began to talk quietly (whispering). After a few minutes, the teacher said “I think you have finished, now let’s come to the first paragraph and what is about? But before that there is a correction, beings not beings but begins. Now for, “the students signaled him time, and he responded “time is over? So page 79 are your home work”. Thus after giving a brief summary of the lesson the teacher went out of the room.

Observation Three; Gion School; Grade 11H; period 2nd (8:42-9:22); No. Students 49; Topic the language of meetings; Date Nov 25, 2011

The teacher wrote the lesson topic, ‘the language of meetings’ on the blackboard, and asked students to take out their textbook for doing the matching exercise given. Then, he read them the instruction for the exercise and ordered students to do the exercise by getting into groups. The class became noisy. Most of the students talked about both academic and non-academic issues. Some of them discussed about what and how to do of the given exercise. For example, one student was overheard saying, “which... roman number?” Some others also talk about social and related issues. They did not seem to involve in the given exercise, and there were a few textbooks for students to share and do the exercise. The teacher was moving around, monitoring and giving guidance to students who seek help. Thus, after about five minutes, the teacher requested students to discuss the exercise together with him:

T: Let’s come to the answers... what language does he use here...eh? (The teacher pointed at a student who raised his hand up)

S1: Roman number twelve

T: (Silence)

S2: Roman number seven

T: Eh...any other?

S3: Roman number eight

T: Yes, now let's come to the next?

S4: Roman number nine

T: Any other?

S5: Roman number three

T: Any othereh the other students? (The teacher looked for new hands)

In such instructional pattern, the teacher finished doing part of the exercise and moved on the next exercise. He ordered them, "now do the next matching exercise", he also instructed the students, " first do it individually, then you can compare your answers". Most of the students were talking about the exercise and about non academic issues by getting groups of three to seven; but there were also a few students who seem wondering and idle. For example, there was a student sitting alone and doing nothing, and the teacher directed him to join students sitting together for the given exercise. The teacher moved around and sometimes he was asked by students sitting together to show them how to do the exercise. After about six minutes, the teacher wanted to do exercise together with the students.

T: Ok, now stop working. What language does he use here?

S1: Roman number twelve

T: Any other?

S2: Roman number four

T: Yea, right. Next...?

S3: Roman number nine

T: Yea, very good, this is one answer, what is the second answer?

S4: Roman number ten

T: Eh...yes, yea. Next, 'keeping order' ... eha?

S5: Roman number five

T: Yea, any other?

S6: Roman number three

T: Any other? (The teacher did not satisfy with the student's response)

S7: Roman number ten

T: No, another?

S7: Roman number one

T: Find another?

S8: Roman number twelve

T: Any other?

S8: Roman number twelve mehon alebete!

T: No... yes (the teacher accepted the student's response hesitantly). Now let's come to the next exercise. What kind of language we use? Now you have to match. For example, who can do the first one?

S: (A student uttered out incomprehensibly)

T: Yes, now do the rest ones. First do individually, then compare with your group.

The class became noisy for about four minutes and the teacher needed to work out the exercise together with students.

T: Ok, have you finished? What expressions do you use here?

S1: 'Excuse me' (students were giving response by reading the given expressions)

T: Yes, you need to be polite. The other one is 'asking for clarification'

S2: Could you explain what you mean please?

T: Yea, any other?

S3: May I come in...?

T: Eha... 'I m sorry I did not follow what you said' (The teacher gave the answer himself)

The teacher was not able to finish doing the exercise together with the students. He just went out of the classroom after giving the correct answer by saying it was time.

Observation Four; Gion School; Grade 11C; period 2nd (8:42-9:22); No. Students 52; Topic language focus; Date Dec 12, 2011

The teacher reminded students about the previous lesson quickly and moved on to the day's lesson. He wrote the exercise number, " B 5.1" on the board and read the instructions from the textbook on page 24. Then, he said, "First discuss something, use number one, number two and number three". He chose the items students had to work upon. Thus, the students talked sitting in crowds of three to seven, and they were referring to the textbook. They talked with a mix of English and Amharic. In a few occasions, the teacher told them not to

use Amharic in their discussion, but the students never did it accordingly. After about three minutes, the teacher asked the students to work on the exercise together with him.

T: Now, let's stop discussing... number one, 'African problems....' (The teacher read the question) can you say something about...?

S1: I disagree because... (The student's response was incomprehensible and the teacher did not satisfy)

T: Any other?

S2: I agree because when African nations united they can solve problems.

T: Yes, of course it is a matter of opinion...eha?

S3: I disagree because when one country or another fight... (The student could not finish his idea)

T: You mean, do think wars can solve problems... any other?

S3: I agree because let's take Libya.

T: Let's take Libya... any other?

With such pattern of interaction, the teacher finished doing the exercise together with students and moved on to the next section by saying "try to do the next". The class became noisy. Some students discussed on the given exercise and some others talked about something else. The teacher was moving around. He tried to involve students in the discussion with their friends by touching their backs and interrogating, like "what do say about this statement?" after about five minutes, the teacher shouted "ok, stop working, ok who can say something about ...?"

S1: I disagree...

T: Why you say disagree?

S1: Emu... (The student failed to respond further)

T: Any other?

S2: I agree this sentence because mobile phones are useful to solve problems by gathering...

T: You agree or disagree? (The teacher did understand the student's stand)

S2: I agree or disagree

T: Oh...sometimes agree or sometimes disagree. Ok...now let's come to page twenty-five.

The teacher wrote "B.6 Speaking" on the blackboard and asked students to read a short reading text given in the textbook and reflect their ideas about the issues they read. The

students have become a little bit quiet. Some were gazing at the textbook. The teacher moved around the class, but he looked at his textbook holding it up with his hands. Then, after about five minutes, he asked students if they have finished reading the text. He just gave brief explanations about the reading text and moved on to the instructions students need to follow for doing the exercise. The teacher tried to prepare the students for group discussion. He said “try to decide your group member; you can be six in number. After that think of the chair person, representative of the ministries, etc.”. the teacher then, noted the students that they should get ready for tomorrow’s discussion and signal the end of the lesson, “ for today, we can stop here, if you have questions you can ask.” After about a minute or so he left the room.

Observation Five; Gion School; Grade 12D; period 6th (11:45-12:25), No. Students 48; Unit two: communication; Date: Dec 15, 2011

The teacher wrote the topic of the lesson, ‘unit 2: communication, A. 2.4 increase your word power’ and asked students to take out their textbook on page 33. Then, he tried to confirm whether the students got the intended exercise and reminded them about the previous discussion on vocabulary activities. He asked them to categorize the vocabularies, given in the textbook, into negative and positive feelings. He said “ let’s categorize, which adjectives are used to express positive feelings, positive feelings...and negative feelings?” the teacher wrote ‘positive feelings’ and ‘negative feelings’ on the blackboard. Then he asked the students, once again, to categorize the words within two minutes. The students were using one textbook for three to six or seven, and they talked about the exercise and about something else in which the class became noisy. The teacher kept moving around the class until he said, “ok, let’s see together”.

T: Who can tell me adjectives which are used to express positive feelings ... who can tell me? ”

S1: Self-confidence

T: Emu?

S1: Self-confidence

T: What? (The teacher could not to hear what the student said)

S1: Self-confidence

T: Self-confidence. (The teacher wrote the words on the blackboard and he sometimes gave further examples for the words) eha?

S2: Insperd

T: Inspired, inspired... eha?

S3: Proud

T: Emu?

S3: Proud

T: Proud... what about the others?

S4: Enterstic

T: Enthusiastic, enthusiastic means eager. What are the words of negative feelings?

S5: Frustrated

T: Frustrated, frustrated means became hopeless...or dissatisfied, eha?

S6: Irritated

T: Irritated, irritated means became angry, eha?

S7: Burd

T: Bored, bored...emu... these are the negative... words which are used to express negative feelings.

Then, after finishing categorizing words in the way given above, the teacher asked students to take notes, but he spent more than two minutes looking at his textbook and he said “ok listen and write”. After about six minutes, the teacher asked to discuss the meanings of the words he dictated them and categorize them into words of positive and negative feelings. However, the students looked confused. Then, the teacher did one as an example, and the students got into doing the activity. But there were a few students who discussed on the exercise; the rest were not in position to listen to what the teacher told them to do. They looked tired and in the mean time, the bell was rung for signaling the end the lesson. Thus, the teacher told students to finish the activity the coming period.

Observation Six; Gion School; Grade 11I; period 6th (11:45-12:25); No. Students 46; increase your word power- vocabulary exercise; Date Dec 16, 2011

The teacher wrote the topic of the lesson, 'A 2.3 Increase Your word power: education' on the blackboard and asked students if they had homework or not. Then, a few students confirmed him that they were given homework. Thus, the teacher directly got into doing the vocabulary exercise together with the students by reading each item from the textbook and seeking for answers from volunteered students. He also wrote the answers on the blackboard and a few students took correction from the blackboard.

T: It says, the instruction says complete the... (The teacher began working on the homework exercise by reading the instruction). Number one, what is the answer for number one?

S1: Fee

T: What about the answer for number two...? Raise your hands?

S2: School prinpl

T: Emu...?

S2: School principal

T: Emu... the other?

S3: Uniform

T: Uniform, (The teacher wrote the answers on the blackboard) three? ...spent at home and helped his mother... (The teacher read the question from the textbook) eha?

S4: School principal

T: School principal, (The teacher read the question from the textbook) eha?

Ss: Adult... (A few students responded collectively)

T: Raise your hand...? Eha?

S5: Adult education

T: Adult education, adult education. Five, five..?

S6: Schooling

T: Schooling, schooling primary schooling...so schooling. It all... (The teacher read the question from the textbook) eha?

S7: Homework

T: Emu?

S7: Homework

T: Homework, homework very good...now let's come to ...description (The teacher read the instructions of the next exercise and gave further explanations to do it together with students) Nabute went to dash when she was...(The teacher read the item) eha?

S8: Kindergarten

T: Emu?

S8: Kindergarten

T: Kindergarten, number one...good, number two ... (The teacher read the item) eha?

S9: Primary school

T: Emu?

S9: Primary school. Three... (The teacher read the item) eha?

With such instructional pattern, the teacher finished the questions of the exercise within about fifteen minutes and moved on to the next, listening exercise. He asked students to look at the instructions in their textbook and try to fill out the exercise following. The students, then, gathered around a textbook with four to five and in rare cases with up to eight students. They began to talk about the exercise. For example, one student inquired “ begimete melesute newe yetebalewe aydele?” he was not clear about the instruction of the exercise. Then, the teacher tried to prepare the students for the listening exercise, “stop working now! Take out your exercise book; Listen, no need of discussion!” He read the listening text (it was about education in Ethiopia...) to the students about five to six minutes. Most students seemed listened to the teacher while a few ones tended to be wandering, sit restlessly. When he finished reading, he said “this is the text, try to complete”. Then the students began to talk about the exercise and the teacher moved around the class. After a minute or so he asked students whether he had to read it again. Thus, a few students responded him that no need of repeating the reading. he then, asked them to complete the exercise once again. After about four minutes, the teacher began to do the exercise together with the students in the way he did above, and finished it with about five minutes. Thus, he reminded students about the day's lesson and asked if they had question; he left the room.

Appendix F

Pilot Study Result

This chapter presents detailed analysis and discussion of data collected through quantitative and qualitative instruments. First, the survey results of the teachers' pedagogic beliefs and their self-reported classroom practices are presented, and then the qualitative results follow.

4. 1 Survey Results

The data collected through three sets of questionnaire (questionnaire for teachers' pedagogic beliefs, questionnaire for teachers' self-reported classroom practice and questionnaire for contextual factors) are analyzed and discussed. For clarity of presentation in a tabular form, each statement/item in each questionnaire was condensed into a phrase without distortion of the intended meaning.

4. 1.1 Teachers' Pedagogic Beliefs

The teachers' responses to each of the 34 - items questionnaire are presented and discussed in terms of the four thematic categories: the profession of teaching English, language aptitude, traditional oriented English language teaching and learning, communicative oriented English language teaching and learning.

Table 4. 1: The Profession of Teaching English

Items from 9-13 inquire the teachers' reflection on their own teaching (English) profession.

No.	Items	N	Mean	Std. Deviation
9	Interest in their English teaching profession	29	2.79	1.08
10	Perception on the difficulty of teaching English	29	2.72	1.25
11	Self-confidence on their skills of teaching English	29	4.03	.86
12	Self-confidence on their English proficiency	29	2.93	.96
13	perceived teaching ability or professional capacity	29	4.21	.97

N= number of subjects

Table 1 displays descriptive statistics of the teachers' response to each of the five items on their own profession. Then, the teachers' mean response to the three items (Q9, Q10, Q12 i.e., interest in English teaching, difficulty of teaching and confidence in English proficiency) reveals the teachers' indecision (Mean 2.79, 2.72 & 2.93). That is, the teachers are not as such responsive to their interest of English teaching profession, and they are not confident in their own English proficiency. They also tend to be uncertain about the

difficulty of teaching English language. This may imply that the teachers do not have a sense of professional ownership or integrity that could help them not only develop interest in their teaching but also build confidence in their English proficiency.

This result, however, seems to contradict to teachers’ response in the interview sessions. That is, the teachers’ uncertainty about their interest, job complexity and language proficiency does not correspond with the interview results that show the interviewees’ considerable interest and confidence in managing their teaching.

The teachers’ mean response to ‘confidence on skills of teaching English and overall professional ability’ (Q11, Q13) indicates discernible agreement (Mean, 4.03 & 4.21). This means, though the teachers are not sure of their command of English language and their interest of teaching English, as indicated above, they seem to believe that they have the required pedagogic skills and capabilities for managing teaching English language. This result contradicted with Eslami and Fatahi’s (2008:56) report that shows positive correlations between the teachers’ confidence on skills of teaching and their self-reported English proficiency. Thus, the teachers, in this study, may think that they are much more capable of teaching English not because they are, but because they are less aware of the difficulty of teaching. In other words, the teachers may not be as such confident and proficient in their teaching skills; they may rather misperceive the demanding nature of teaching.

Table 4. 2: Language Aptitude

Each item, given in the table, reflects the teachers’ beliefs about the role of students’ language aptitude in their success of learning English.

No.	Items	N	Mean	Std. Deviation
1	Every students’ capability in learning English	29	3.00	1.33
2	Students’ ability variations in managing classroom tasks and activities	29	4.24	1.15
3	Greater capability of children than adults in learning English	29	3.81	1.26
4	The required English language capacity/ proficiency for students	29	2.55	.91
5	Early graders’ success in learning English	29	4.17	1.03
6	More capacity of girls than boys in English learning	29	3.90	1.14
7	Less success of learning English for science students	29	3.24	.95
8	More success of learning English for students with two or more languages	29	3.45	1.08

N= number of subjects

Table 2 presents different variables of students’ language learning capacity categorized under language aptitude. Then, more score of mean response shows teachers’ recognition or conceptions about the role of students’ language aptitude in the success of learning English.

Accordingly, the teachers’ mean responses to the four items (Q1, Q4, Q7 & Q8) do not clearly show their agreement or disagreement. More specifically, the teachers seem to be

uncertain about: every student's general English learning potential, students' required English learning capacity or proficiency, higher competence of learning English for science students as well as students with experience of learning other foreign languages (mean, 3.00, 2.55, 3.24 & 3.45). That is, the teachers seem not to believe that students have the required language learning aptitude and show variations of learning capacity in terms of background differences (e.g., science students and experience of other foreign language learning).

On the other hand, the teachers' mean response to the three items (Q2, Q3, Q5 & Q6 i.e., the students' variation in approaching classroom tasks and activities, higher success of children and early beginners and higher capacity of girls) shows the teachers' recognition about each of the variable's role in the language learning process (mean, 4.24, 4.17, & 3.90). In other words, the teachers believe that students reflect considerable differences in approaching and performing classroom tasks and activities. The teachers also feel that students differ in their English learning capacity in terms of gender, age and durations students start learning English.

Generally, the data show that the teachers are not sure about their students' language learning ability regardless of students' background differences (in terms of students with science based, and experience of learning other languages). However, the teachers acknowledge variations of students' performance in classroom activities, and language learning potential in terms of gender, age and time of beginning English learning. That is, teachers seem to believe that girls have more language learning potential than boys. Moreover, the teachers tend to believe that students who began learning English earlier can be more successful than students of late beginners, and even the teachers seem to believe that children can learn English better than adults do.

However, the teachers' uncertainty (as indicated from these data) about students' English learning ability and about the role of students' background (e.g., science students and learning experience of other foreign language) in the success of learning English does not correspond with teachers' responses to the interview sessions (See sec.4.2.2.1). More specifically, the interviewed teachers feel that every student has the ability to learn English language though they believe that there are considerable differences in achieving the required language proficiency. In other words, teachers (in their interviews) say that students vary not only in their approaches and performances of classroom activities but also in their academic background. They feel that there are a few students who come from good academic environment and perform well in classroom activities while the majority of students have poor academic background and are poor in performing classroom activities.

Table 4. 3: Traditional Oriented English Language Teaching and Learning

The following 8-items lie on the pedagogic orientation of traditional approaches to language teaching and learning, and they are presented under Traditional Oriented English Language Teaching and Learning (TOELTL).

No.	Items	N	Mean	Std. Deviation
14	Special focus of listening and speaking skills in English learning	29	3.14	1.30
16	Focusing on learning vocabulary in English proficiency	29	2.97	1.11
18	Focus on grammar in learning English	29	2.68	1.00
22	Frequent practice of phrases and structures in learning English	29	3.41	1.01
24	Focusing on reading and writing skills in learning English	29	3.55	1.02
26	making immediate error correction in English instruction	29	2.86	.95
28	Presenting and explaining grammatical rules	29	2.52	1.21
32	Discouraging students' practice of learning English with errors	29	2.32	1.36

As Table 3 shows, the teachers' mean response to majority of items (6 items - Q14, Q16, Q18, Q22, Q26, & Q28) indicates the teachers' non responsiveness. That is, the teachers are not sure of the pedagogic relevance of having special focus on speaking and listening skills, vocabulary and grammar, on the one side; and explanation and presentation of phrases, structures and grammatical rules on the other. The teachers' mean response to the individual items (Mean, 3.14, 2.97, 2.68, 3.41, 2.86 & 2.52) does not tell us whether the teachers acknowledge the pedagogic relevance of emphasizing the teaching and learning of listening and speaking skills, grammatical rules and structures. In other words, the teachers are less likely to agree to the contribution of traditional oriented language teaching and learning (e.g., practices, explanation and presentation of grammatical rules and structures) to students' English learning. The interviewed teachers also discredited the pedagogic relevance of traditional oriented pedagogy (e.g., giving a special focus on particular language skills, items and presenting those skills and language items in a way of teacher-centered instruction) (See sec. 4.2.2.1).

Such indifference of teachers' response to the traditional oriented pedagogy tends to contradict with the commonly held understanding about teachers' obsession of grammar based teacher-centered instruction. Even several researchers (e.g. Sato and Kleinsasser, 1999); Miller and Aldred, 2000 cited in Gatbonton and Segalowitz, 2005), reported that teachers were stagnated with traditional pedagogy because of their beliefs and values attached to it. In other words, it is commonly believed and research confirmed that teachers' failure in taking up new pedagogic innovations (e.g., CLT) resulted from the deterring impact of their conceptions in traditional approaches to language teaching and learning (e.g. grammar translation). On the contrary, in this study, the teachers' obsession of the traditional oriented pedagogy seems to be questionable. That is, the teachers are less likely to have strong beliefs about the traditional oriented pedagogy that could make the teachers resistant to any kind of curriculum innovations.

With regards to the teachers' mean response to the remaining two items (Q24 & Q32), there is a clear tendency of agreement to 'having a special focus on learning reading and writing skills', and disagreement to 'discouraging students' language errors' (Mean, 3.55 & 2.32). That is, on the one hand, the teachers show considerable degree of agreement with the beliefs that 'students need to emphasize on learning reading and writing skills for their success of developing the language proficiency'. On the other, the teachers disagree with the beliefs that 'teachers should not tolerate students' language errors'.

Generally, except one item (Q32 – Mean, 3.55), the teachers are less likely to agree to the pedagogic relevance or effectiveness of the traditional oriented English language teaching and learning which is characterized by items given in the table.

Table 4.4: Communicative Oriented English Language Teaching and Learning

The following 13-items, given in the table below, reflect the teachers' responses on communicative approaches to language teaching and learning, and they are presented under Communicative Oriented English Language Teaching and Learning (COELTL).

No.	Items	N	Mean	Std. Deviation
15	The significant role of English culture in learning the language	29	3.72	1.06
17	learning difference of English from other subjects	29	3.34	1.26
19	Learning English through interactions by using English	29	4.28	.88
20	Guessing the meaning of new words from their context	29	4.07	1.10
21	Using English in performing activities for learning the language	29	4.10	1.04
23	Prohibiting the use of mother tongue in English learning	29	3.10	1.23
25	Practice of English with audiovisual materials in learning English	29	4.28	.64
27	Using various types of teaching aids in English instruction	29	4.52	.73
29	Using real life situations for students' practice of communication	29	4.03	.86
30	Discouraging students' use of mother tongue in classroom discussion	29	3.45	1.24
31	Using communicative activities in the classroom	29	4.55	.50
33	Encouraging students to practice their English	29	4.52	.50
34	Helping students use cassette tapes to practice English learning	29	4.59	.50

Note: N= number of subjects

As shown in Table 3 above, the teachers mean response to all items except one (Q23) clearly show agreement with the pedagogic relevance or effectiveness of communicative oriented approaches to English language teaching and learning. This implies that the teachers are not only well convinced about the language learning values of communicative activities, but also better recognized about the complexity of teaching and learning English language that demands cooperation of teachers and students as well as use of teaching and learning

materials. More specifically, the teachers seem to believe that for effective command of English language, students need to practice the language for communication by involving themselves in classroom tasks and activities. The teachers also tend to acknowledge the relevance of teaching and learning materials (Q27 - Mean, 4.52 & Q34 - Mean, 4.59) for facilitating students' language learning.

This opinion of teachers on communicative oriented teaching and learning approaches seems to correspond with the interview results that capitalize both students' participation in classroom activities and use of the language for communication in the process of English language teaching and learning. Moreover, this study's result tends to be consistent with Beyene's (2008) MA thesis report about the higher degree of CLT perceptions of high school English teachers. Therefore, we may say that high school English teachers are well aware of the significance of implementing communicative oriented ways of teaching and learning for students' good command of the language.

Table 4. 5: Categorized Pedagogic Beliefs

The table below shows descriptive statistics for pedagogic beliefs thematically categorized into: profession of teaching English, language aptitude, traditional oriented English language teaching and learning, and communicative oriented English language teaching and learning.

No.	Items	N	Mean	Std. Deviation
	Profession of Teaching English(Q9,Q10,Q11,Q12,Q13)	29	3.33	1.02
	Language Aptitude(Q1,Q2, Q3,Q4,Q5,Q6,Q7,Q8)	29	3.48	1.11
	Traditional Oriented English Language Teaching and learning(Q14,Q16,Q18, Q22,Q24,Q21,Q28, Q32)	29	2.93	1.06
	Communicative Oriented English Language Teaching and Learning (Q15,Q17,Q19,Q20,Q21,Q23,Q25, Q27, Q29, Q30, Q31, Q33,Q34)	29	4.04	0.88

Note: N= number of subjects

In the table above, the teachers' higher mean response refers to the teachers' opinion on the pedagogic beliefs they hold towards each category.

Thus, the teachers' mean response to their profession of English language teaching shows negligible degree of agreement or non-responsiveness (mean, 3.33). That means the teachers do not consider their profession valuably and they tend to react loosely towards the professional duties and expectations. Contrary to this result, teachers in the interview sessions expressed their interest in their duties and responsibilities, and even they believe that they have the required skills and competencies for managing the teaching and learning process.

Similarly, the teachers' mean response to language aptitude (mean, 3.48) tends to show that they do not clearly acknowledge the role of students' language aptitude in learning English better. In other words, the teachers do not seem to agree or not react to the beliefs that students' language learning aptitude affects their success of learning English. In this sense,

then, the teachers may fail to consider individual differences of students' ability in carrying out language learning tasks and activities. Contrary to this result, Sparks, Ganschow and Patton (1995) as cited in Elli (2005) found that language aptitude was one of the best predictors of students' success in learning foreign language languages.

Moreover, the teachers' mean response to the traditional oriented English language teaching and learning shows disagreement or reserved response (Mean, 2.93). This means the teachers tend to disfavor strategies and techniques that are used in the traditional mode of English teaching and learning. More specifically, the teachers seem to devalue the pedagogic status of language instructions such as presentation and explanation of grammar rules, lecturing or dictating particular language items and the like.

On the other hand, the teachers' mean response to the communicative oriented English language teaching indicates a considerable degree of agreement (Mean, 4.04). That is, the teachers seem to favor pedagogic conceptions that emphasize communicative oriented instructions. In other words, the teachers tend to believe that English teaching and learning process must consider students' active participation in manipulating or interacting with language items and carrying out learning activities.

Generally, we can observe that except the communicative oriented language teaching and learning, the teachers' mean response to each category of the pedagogic beliefs shows disagreement or indifference. In other words, the teachers tend to reserve their reactions towards English teaching profession, language aptitude and traditional mode of teaching and learning. On the contrary, the teachers clearly show their pedagogic conceptions more or less favor communicative approaches to English language teaching and learning. That is, the teachers' language pedagogic beliefs seem to indicate the communicative approaches to language teaching that gives high priority to students' use of English for communication and their involvement in the classroom teaching and learning process. Such teachers' communicative oriented conception is also highlighted in the interview results that almost all interviewees acknowledge the pedagogic relevance of students' participation and communication with English in classroom instructions.

4.1.2 Teachers' Self-reported Instructional Practices

The table below presents the teachers' response to the 30 –items questionnaire (for the self-reported classroom practices). The teachers' self-reported responses of their instructional practices are presented in two pedagogic dimensions: grammar oriented classroom instruction and communicative oriented classroom instruction.

Table 4. 6: Grammar Oriented Classroom Instruction

Ten items given in the table below, display the teachers’ responses to the grammar oriented instruction. Higher mean response to each item refers to frequent use of the instructional practices (10 items) in the actual classroom teaching.

No.	Items	N	Mean	Std. Deviation
1	Giving extended presentation of instructional information about how to do of tasks and activities	29	2.28	1.03
5	Presenting information by lecturing	29	3.28	.79
7	Asking students to memorize new vocabulary	29	4.00	1.03
9	Giving extended explanations of grammar rules	29	2.59	1.08
10	Presenting patterns/clues to help students understand grammar rules	29	2.69	.85
11	Encouraging using mother tongue in classroom discussion	29	3.14	1.35
18	Lecturing and giving notes on vocabulary and grammar items	29	3.52	1.15
21	Using the textbook activities	29	2.10	.97
25	Teacher–dominated class talk in giving and sharing	29	3.00	1.06
26	Controlling the classroom flow of instruction	29	2.14	1.09

N = number of subjects

The teachers’ mean response to five items (Q1, Q5, Q7, Q9 &Q10) shows that teachers rarely implement each instructional practice in their classroom (mean, 2.28, 2. 10, 2.14, 2.59, & 2.69). That is, the teachers’ actual classroom instructions hardly reflect extended explanation of language items, dominant use of textbook activities, teacher dominating flow of instruction, explanation and presentation of grammatical rules and language patterns or clues. Surprisingly, teachers’ response to their actual classroom instructions largely contradicts to the classroom observation results that show teacher dominating presentation of information about issues or topics of the lesson.

On the other hand, the teachers’ mean response to each of four items (Q5, Q18, Q11 & Q25) indicates occasional use of the classroom practices (mean, 3.52, 3.28, 3.14 & 3.00). In other words, the teachers sometimes employ classroom instructions like giving notes, lecturing grammar and vocabulary items, and presenting instructional information by talking a lot about how to do the given tasks and activities. The teachers mean response to one item (Q7) indicates their frequent inquiry of students memorizing the meaning of vocabulary items (mean, 4.00). That is, the teachers’ classroom instruction mostly characterizes asking students to memorize new vocabulary items. The teachers’ instructions tend to be dominated by helping students increase their vocabulary mainly through memorization strategies. But, the classroom observation results of the observed teachers’ vocabulary focused instruction failed to reveal the use of memorization strategies; rather the teacher was largely used choral repetitions (more of pronunciation practice).

Generally, the teachers’ mean response to each of the instructional items could not tell us clearly whether the teachers employ the grammar oriented instructions in their classrooms.

Rather the teachers' mean response to half of the instructional items indicates infrequent classroom applications of grammar oriented instructions. Therefore, the teachers seem to report that their classroom instructions do not reflect the grammar oriented or traditional approaches to language teaching. However, the classroom observation results do not confirm this result. That is, there is some kind of mismatch between what the teachers reported about their classroom instructions and what the observed teachers did in their actual classroom instructions.

Table 4. 7: Communicative Oriented Classroom Instruction

The teachers' response to each item (20-items) is presented in the table below. Each instructional item reflects communicative oriented pedagogy, and higher mean response indicates the teachers' more frequent practice of communicative instruction in the classroom.

No.	Items	N	Mean	Std. Deviation
2.	Asking questions for encouraging discussions in the classroom	29	3.72	.88
3	Encouraging discussions in groups and pairs	29	3.69	.80
4.	Providing activities that promote classroom interaction	29	3.90	.72
6.	Using contexts in vocabulary instruction	29	3.59	1.21
8.	Encouraging students to deduce grammar rules on their own	29	3.00	1.06
12.	Encouraging self-correction of errors	29	3.72	.79
13.	Organizing classroom discussions in groups and pairs	29	4.07	.59
14.	Using aspects of English culture in instructional tasks and activities	29	2.45	1.15
15.	Making compliments on students success	29	3.93	.75
16.	Using activities of listening and speaking skills	29	4.07	.88
17.	Encouraging practice of learning English beyond classroom instruction	29	3.41	1.21
19.	Encouraging practices in using language learning strategies	29	4.07	.59
20.	Using tasks and activities beyond the given textbook	29	3.31	1.10
22.	Encouraging classroom participation	29	4.62	.67
23.	Using audiovisual materials	29	1.97	1.01
24.	Encouraging autonomous learning	29	3.24	1.09
27.	Guiding and making demonstrations	29	4.03	1.08
28.	Encouraging group discussion and collaboration	29	3.93	.84
29.	Handing over learning responsibilities and acting as a consultant or facilitator	29	2.86	.99
30.	Following up individual progress	29	3.45	1.02

N= number of teachers

As Table 8 above shows, the teachers' mean response to the majority of items (17 items) indicates their frequent classroom practice of each communicative oriented instructional activity (e.g., Q3 mean, 3.69; Q4 Mean, 3.90; Q12 mean, 3.72; Q15 mean, 3.93 & Mean,

4.62). This means the teachers reported that their actual classroom practices more or less demonstrated communicative oriented pedagogy. That is, much of the teachers' classroom instructions mainly reflect major features of communication driven instruction. For instance, they report their frequent use of instruction activities of listening and speaking skills, group work and pair work, and more encouragement of students' use of learning strategies and active participation (Q13 - Mean, 4.07; Q16 - mean; 4.07; Q19 - Mean, 4.07 & Q27 - Mean, 4.62) in their teaching.

On the other hand, the teachers' mean response to each of two instructional items (Q14 - Mean, 2.45 & Q29 - Mean, 2.86 i.e. using audiovisual materials and handing over much of the instructional practices to students) shows rare of the instructional items in classroom teaching. That is, the teachers seem to infrequently use audiovisual materials and they seldom make students share more instructional responsibilities in the classroom teaching and learning process. Moreover, the teachers' mean response to the remaining one item (Q23 - mean, 1.97) indicates the teachers' report that they hardly integrated English culture in their actual classroom teaching.

Generally, the teachers' self-reported classroom instructions seem to reflect the communicative oriented pedagogy. That is, the teachers tend to practice more flexible and student centered-instruction that considers students' pace and active involvement in classroom instructional tasks and activities. However, the classroom observation results do not confirm such (self-reported) communicative oriented instructions. Thus, such mismatch of what the teachers claim to practice (communicative oriented) in their classroom and what they actually do (grammar oriented) as being observed by the researcher could be resulted from the teachers' misconceptions of basic indicators or checklists of communicative oriented classroom instructions.

Table 4. 8: Categorized Self-reported Instructional Practices

The table below presents the teachers' response to their actual classroom instruction practices categorized into grammar oriented instruction (10 items) and communicative oriented instruction (20 items).

No.	Instructional Practices	N	Mean	Std. Deviation
1	Grammar oriented instruction (Q1, Q5, Q7, Q9, Q10, Q11, Q18, Q21, Q25, Q26)	29	2.87	1.04
2	communicative oriented instruction (Q2, Q3, Q4, Q6, Q8, Q12, Q13, Q14, Q15, Q16, Q17, Q19, Q20, Q22, Q23, Q24, Q27, Q28, Q29 & Q30)	29	3.55	0.92

N = number of teachers

The teachers' mean response to the practice of grammar oriented instructions in their classrooms shows minimal (Mean, 2.87). This means the teachers seem to report that they employ grammar focused instructions only in an occasional manner. However, the teachers' mean response to their implementation of communicative oriented instructions or activities

in their classrooms indicates significant figure (Mean, 3.55). Thus, by comparing the teachers' mean response to the grammar oriented and communicative oriented instructions, the teachers' tend to conduct their classroom instructions in the form of communicative oriented. That is the teachers' report on their actual classroom instructions appears to be more of communicative oriented.

However, the observation results show more or less grammar oriented, teacher-centered instructions. Such incongruence between the teachers' pedagogic beliefs and their actual classroom practices was also reported in Beyene's (2008) MA thesis. That is, Beyene's study revealed that the communicative oriented perceptions that teachers reported were not observed in their classroom teaching. As mentioned in the preceding section, such discrepancy between results of the teachers' self-reported instructional practices (communicative oriented) and the researchers' classroom observation (grammar oriented) could be the result of the teachers' misconceptions about what really involve in actual communicative classrooms

4.1.3 Contextual Factors

The table below presents the teachers' response to the questionnaire on contextual factors. Based on thematic dimensions the items are categorized into four areas (student, teacher, resource and program factors).

Table 4. 9: Contextual Factors

The following table shows the teachers' responses on individual items reflecting the instructional impact of teaching contexts. Higher mean response refers to more impact of teaching contexts on the teachers' classroom instructions.

No.	Items	N	Mean	Std. Deviation
1	Unmanageable students/class size	29	3.45	1.15
2	Lower students' proficiency	29	2.83	1.28
3	Lack of teachers' dedication	29	3.59	1.37
4	Students' irresponsibility	29	2.97	1.40
5	Inconvenient classroom	29	2.10	.97
6	Lack of teachers' confidence	29	3.76	1.30
7	Unmanageable time set up	29	2.52	1.15
8	Material constraints	29	2.86	1.24
9	Incompatible exam set up	29	3.17	1.39
10	Lack of professional support	29	3.72	1.13
11	Centralized programming	29	3.17	1.28
12	More controlled instructional program	29	2.62	1.01
13	Lack of awareness about the teaching program	29	3.90	1.04
14	Incompatible assessments	29	2.86	1.06
15	Traditional sense of teaching program	29	2.79	1.20

N = number of teachers

Table 9 displays descriptive statistics for teachers' responses to the impact of teaching contexts on teachers' classroom implementation of instructional practices. The teachers' mean response to the four items (Q3, Q6 Q9 & Q13) indicates a considerable degree of agreement (mean, 3.59, mean, 3.76, mean, 3.72 & mean, 3.90). That is, the teachers tend to report that their own sense of professional duties and responsibilities (teacher factor – the three items) affect the actual instructions. For instance, a teacher will not employ CLT in his/her classrooms unless he/she is committed enough to do so. This means, the teachers' personal commitment as English teachers seem to play considerable role on their classroom implementation of pedagogic beliefs. The teachers also seem to acknowledge one item (Q13 – lack of awareness of the program) affecting instructional practices.

On the other hand, the teachers' mean response to the remaining all individual items (11 items) reveals indecision or disagreement (e. g., Q2 - mean, 2.97; Q4 - mean, 2.83; Q9 - mean, 3.17; Q15 - mean, 2.79). That is, the teachers' report on the majority of contextual factors' impact in their instructional practices does not reveal a clear picture. This means, the teachers seems to have slight conceptions on the role of the contextual factors (mainly categorized under 'student factor', 'program factor' and 'resource factor') in affecting classroom instructions. More specifically, the teachers give little consideration to the teaching contextual impact related to students' misbehavior, schedule's overload and teaching materials' deficiency. Contrary to this result, the teachers in their interviews emphasized the students' misbehavior and disinterest in threatening the teachers' classroom instructions.

Table 4. 10: Thematic Categories of Contextual Factors

The table, below displays the teachers' mean response to each category of the contextual factors (student factor, teacher factor, resource factor, and program factor).

No.	Categorized Contextual Factors	N	Mean	Std. Deviation
1	student factor (Q1, Q2, & Q4)	29	3.08	1.27
2	teacher factor (Q3, Q6. Q10)	29	3.69	1.26
3	resource factor (Q5, Q7 & Q8)	29	2.47	1.12
4	program factor (Q9, Q11, Q12, Q13, Q14, & Q15)	29	3.08	1.16
5	All types of contextual factors (Q1-Q15)	29	3.08	1.20

N = number of teachers

As the table above indicates, except the teacher factor the teachers' mean response to each of the categorized contextual factors shows indecision (Mean, 3.08, 2.47 & 3.08). That is, the teachers tend to have no clear perceptions on whether the instructional contexts (that include behavior of students, provision of resources and management of school programs) exert impact on their classroom teaching. On the other hand, the teachers' mean response to teacher factor indicates a considerable degree of agreement (Mean, 3.69). This means, the teachers seem to acknowledge the teacher factor as one of the determinant causes affecting classroom instructions. However, the teachers' mean response to the overall influence of the contextual factors shows indecision (Mean, 3.08). This means, the teachers seem to be not influenced by their teaching contexts in the classroom teaching.

Generally, the teachers' mean response to the instructional influence of the teaching contexts does not clearly show whether the teaching contexts really affect their classroom instructions. Conversely, teachers in the interview session made complaints on students' behavior and limitation of teaching resources or facilities

Table 4. 11 Correlations between Teachers’ Pedagogic Beliefs, Instructional Practices and Contextual Factors

The table below shows correlations between the teachers’ pedagogic beliefs, Self-reported instructional practices and contextual factors. The teachers’ pedagogic beliefs are presented in four components: Language Aptitude (LA), Profession of Teaching English (PTE), Communicative Oriented English Language Teaching and Learning (COELTL) and Traditional Oriented English Language Teaching and Learning (TOELTL). The teachers’ self-reported instructional practices are also given in two dimensions: Grammar Oriented Classroom Instructions (GOCI) and Communicative Oriented Classroom Instructions (COCI).

		LA	PTE	TOELTL	COELTL	GOCI	COCI	CF
LA	Corr. Sig.							
PTE	Corr. Sig.	0.26 0.17						
TOELTL	Corr. Sig.	0.09 0.61	-0.08 0.65					
COELTL	Corr. Sig.	-0.13 0.50	0.01 0.94	0.23 0.21				
GOCI	Corr. Sig.	-0.27 0.15	-0.51 0.03*	-0.02 0.90	-0.04 0.83			
COCI	Corr. Sig.	0.05 0.76	0.37 0.04*	0.06 0.74	0.09 0.62	0.59 0.07		
CFs	Corr. Sig.	0.06 0.97	0.07 0.68	0.34 0.06	-0.08 0.66	0.12 0.52	0.10 0.58	

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

Teachers’ Pedagogic Beliefs - (LA, PTE, TOELTL, COELTL)
 Teachers’ Self-reported Classroom Practice - (GOCI & COCI)

Contextual Factors - (CF)

The above Table 4.11 shows correlations between the teachers' pedagogic beliefs, instructional practices and contextual factors. The correlation table generally shows that except Profession of Teaching English (PTE) and teachers' self-reported classroom practices (GOCI & COCI) (corr. -.51; sig., 0.03; $p < 0.05$ and corr. 0.37; sig., 0.04; $p < 0.05$), there is no a statistically significant negative or positive correlations between each component of the teachers' pedagogic beliefs, classroom practices and contextual factors. In other words, while the teachers' conceptions about their profession (e.g. difficulty or complexity level and interesting or boring) tend to affect the classroom teaching positively or negatively, the other pedagogic beliefs components do not show statistically significant impact on classroom teaching. Moreover, the contextual factors do not have a statistically significant impact on the teachers' classroom practices.

Generally, this correlation result seems to indicate that the teachers' classroom instructions are not influenced by their pedagogic beliefs as well as the contextual factors. In other words, the teachers' do not seem to invest considerable degree of effort in implementing their pedagogic beliefs in the classroom, and their efforts seem not to be influenced by the teaching contexts under which the teachers are working in. This may also imply that the teachers are not rational enough in choosing or employing English language pedagogy (e.g., communicative oriented or grammar oriented) in their classroom teaching.

4. 1. 4 Summary of the Questionnaire Based Results

In the preceding sections, we learnt that the teachers' pedagogic beliefs fairly reflected communicative oriented language pedagogy that capitalizes student-centered English language instruction. For instance, the teachers' responded to much of the items (about teachers' pedagogic beliefs) with mean scores greater than 3.5 (e.g., Mean 4.24; Mean, 4.17; Mean, 3.90; Mean, 4.03 Mean, 4.21 etc). This result tends to correspond to Beyene's (2008) survey on high school English teachers' perceptions about CLT, that majority of the teachers' had a reasonable degree of awareness about communicative oriented language pedagogy. Such teachers' views of communicative oriented language pedagogy might have developed from their academic and work experiences (e.g., the existing language teacher institutions and high schools are claiming implementation of student-centered instruction). Borg (2003) also noted about the impact of professional courses and teaching experiences in shaping teachers' pedagogic beliefs though teachers' hardly apply their beliefs in actual classrooms.

The teachers' mean responses to the self-reported classroom practices also seem to reflect communicative oriented English language instructions. For instance, the teachers' mean result of the communicative student-centered instructions (Mean, 3.55) indicates a relatively higher use of the teachers' communicative oriented language teaching. This result appears to question Girma's (2008) conclusion, in his PhD thesis, about high school English teachers' traditional-oriented or grammar focused classroom instructions.

On the other hand, there was no statistically significant correlation between the teachers' pedagogic beliefs and their self-reported classroom practices. This could justify that the

teachers' positive self-reported student-centered mode of language classroom instruction was not the reflection of the teachers' pedagogic beliefs. Even the teachers' failure to show their pedagogic beliefs in the actual classroom instructions could not be justified by the teaching contextual factors/impacts. For example, there was no statistically significant correlation between the teachers' self-reported classroom practices (both grammar and communicative oriented) and the contextual factors (corr., 0.12; sig., 0.52 and corr. 0.10; sig., 0.58; $p > 0.05$). Generally, neither the teachers' pedagogic beliefs nor the language teaching contexts (that comprise the existing teaching materials/resources, type of students, management system and teachers' professional self-reliance) could exert any considerable impact on the teachers' classroom practices. This result seems to contradict with some research findings about the interdependence relationship (Borg, 2006) among the beliefs language teachers hold about teaching and learning, the teaching contexts under which language teachers are working and the classroom practices that teachers apply in their day-to-day life. That is, the results of this study do not reveal any such interdependence. This may imply that, as mentioned so far, the teachers do not adequately reason out why do they employ the communicative oriented or grammar oriented pedagogy in their classroom teaching.

4.2 Qualitative Data

As indicated in Chapter 3, this study used the qualitative research method (semi-structured interviews, lesson plan analysis and classroom observation) for crosschecking the questionnaire data and for further exploring the teachers' pedagogic beliefs, instructional practices and teaching contexts. The data collected through the semi-structured interviews, lesson plan analysis and classroom observations are presented in this section.

4.2.1 Data from the Interviews

The researcher conducted semi-structured interviews with four teachers (See sec. 3.2.1) based on some pedagogic issues related to the questionnaire used in this study. The teachers' accounts are presented according to the following major points raised during the interview.

- Teachers' Beliefs about English Teaching of as a Profession
- Teachers' beliefs about English language teaching and learning, and the role of language aptitude in students' learning
- Teachers' report on their actual classroom instructions and impact of the teaching contexts

4.2.1.1 Teachers' Beliefs about English Teaching of as a Profession

In order to understand teachers' conceptions on the English language teaching profession, the researcher posed questions (to the four teachers) on whether they like the teaching profession, and could manage it effectively. All of the teachers unanimously responded that they were interested in the English teaching profession and they found it manageable. They felt that teaching English gives them immense satisfaction and pleasure especially when they see their students' academic success in general and their English language learning achievement in particular. The respondents also underlined that "they got reasonable degree of freedom from politics and related issues as a result of their profession (teaching)".

Two of the respondents, however, underscored that nowadays they tended to lose their interest and dedication in carrying out the required professional duties and responsibilities because of two main reasons: firstly, most of the students were disobedient and not interested. Some students' misbehavior even went to the extent of frustrating and harassing individual teachers. That is, the students' disciplinary problems influenced not only the teaching and learning process but also in other issues of teachers' private life. One of the respondents' narratives indicated this, "one day when I got into class with new shoes, the students were not able to keep quiet and let me run the lesson; instead, they shouted over me by saying 'congrats!' 'Congrats!'... ". As he said, he was not able to tolerate the students' comment, rather he felt that it was not proper to say 'congrats!' to a person like him who had changed his only shoes within a semester. Thus he was forced to take a break for the moment. In one way or the other, then, the teacher's narratives proved that the students were indiscipline and they threatened their teachers. Secondly, the teachers began to lose their interest in the English teaching profession because of the payment they got in their career. They felt that the government did not give considerable attention to the lives of

teachers. The existing amount of monthly salary (birr1400-2000) could not help them afford their life and they said they were forced to believe that they were neglected and forgotten. One respondent even noted that there was considerable discrimination on the basis of the state politics in accessing teachers to professional development. That is, teachers who were close to the establishment were given priority despite their failure to compete for the training with their experience and academic competence.

Generally, all of the respondents agreed that teaching English as a profession was their choice of career and they thought that they could manage it effectively. What matters, as the two of them indicated was, however, the prevailing misbehavior of students and lack of attention and encouragement that they expected to be given by the authorities.

4.2.1.2 Teachers' Beliefs about English Language Teaching and Learning and the Role of Language Aptitude in Students' Learning

The interviewer presented to the four teachers a variety of questions related to the teaching and learning of English. All of the teachers agreed that students must practice the language in order to learn it effectively. They felt that teachers should help students' to involve themselves in the classroom activities. Even one of the teachers said, "students should get into conversations and dialogues" for effective teaching and learning process, and the person reminded that the classroom teaching activities must consider the students' day-to-day life experience for arousing their interest and motivation. All of the teachers also acknowledged the students' ability to learn the language though they felt that there could be variations of language competence in carrying out the classroom activities.

Three of the teachers believed that the students should focus on learning the four skills: listening, reading, speaking and writing. Nevertheless, the teachers noted that there should not have any area of special focus on any one of the four skills as well as other language items like grammar and vocabulary. Besides, they felt that teachers should try their best to make their instruction interesting and encouraging for students to take risks and experiment their language. What was important for students' learning, as the teachers reported, was students' active classroom participation and thorough practice of language items. One of the teachers, however, underlined the teachers' significant role in determining students' language learning success as the person strongly noted that the students' learning activities could be organized by their respective teachers.

The teachers' responses to the areas of instructional emphasis also appeared to be varied. One of the teachers, for instance, said that teachers should follow and implement the activities given in their guidebook. He felt that irrespective of inconsiderable language and organizational mistakes found here and there, the teachers' guidebook could consider and satisfy the language leaning needs of students since it incorporated the four skills, grammar and vocabulary. As he noted, the teachers' guide has done half of the job, and the remaining task was left to the teachers' implementation of the procedures given in the guide. This conception on teaching seemed to correspond to the traditional conception of teaching that was exercised in the era of language teaching methods' comparison (Richards and Rodgers, 2005). That is, language teaching was perceived as a predictable classroom behaviors

prescribed by pedagogists, and the teachers were required only to act in a way that they were directed in the specified method expressed in the form of textbooks.

On the other hand, the other three teachers criticized the existing teachers' guide as well as students' textbook for two major reasons. First, the textbook did not take into account the students' language competence. They felt that the students' linguistic competence or language proficiency and the textbook's exercises were not mutually compatible. The students should have been involved in simpler exercises before they tried to work out the existing textbook exercises. Second, the content and context of activities in the working textbook especially for preparatory schools were not interesting and meaningful to the students. One of the respondents exemplified an activity (from in the textbook) about Indian culture; and the person commented that the students faced difficulties to understand the context while they were trying to work on the exercises. Based on such experience, the person advised teachers to use their own activities when they thought that the activities were appropriate for their students. Even the person suggested that there should be room for teachers to modify the given activities in a way they thought was appropriate for their students.

To sum up, the teachers understood the importance of practice in learning English. They also believed that attention should be given to the four skills – listening, reading, speaking and writing. Moreover, the teachers felt that encouraging favorable instructional conditions should be organized to help students use the language in the teaching and learning process. Except one teacher, three of them believed that classroom activities and exercises must be organized based on the students' linguistic proficiency and background knowledge. Then, they suggested that teachers should modify activities and exercises of the textbook and teachers' guide as there were occasions of mismatch between the students' language learning needs and the activities given. Thus, those teachers' conceptions on teaching and learning English appeared to be progressive or constructivist in pedagogic orientation that enforces communicative classroom instruction. That is, the teachers tended to believe that the teachers should try to make their classroom teaching communicative or student-centered, and they felt that teachers could have their own pedagogy developed as a result of learning and teaching experience.

4.2.1.3 Teachers' Report on their Actual Classroom Instructions and Impact of Teaching Contexts

The four teachers thought that they conducted their classroom instructions in a student-centered form. They believed that they tried to help students to be actively involved in classroom instructions. However, except one teacher all agreed that most of the students did not have motivation for learning the language and the students did not invest their effort in learning English. The teachers further explained that most of the students experienced deficiency of the required language proficiency in performing textbook exercises. Even they felt that the students did not have a strong academic background that could help them involve actively in classroom and homework exercises. One of the interviewees put this as "most of the students seemed to have jumped over elementary school experiences that could have helped them manage the existing English learning activities".

Generally, the teachers seemed to agree on two points. Firstly, they felt that they were attempting to make their classroom instruction communicative oriented or as they called it student-centered. That is, the teachers believed that the actual classroom instructions were a reflection of their pedagogic beliefs. All of the respondents noted that they tried hard to make their instruction student-centered. Secondly, in the course of applying their pedagogic intentions, the teachers strongly noted that they were frustrated with lots of teaching contextual problems. These were students' obsession into grammar instruction, lack of students' interest and required language proficiency (in working on activities), students' fear of making mistakes, shortage of time (in a single period of 40 minutes) and large number of students(50-55) in a classroom. However, though there were such considerable pressures and obstacles from the existing teaching contexts, the teachers felt that they were conducted their classroom instructions in a communicative oriented pedagogy.

This response of communicative oriented pedagogy of the teachers also corresponded to the questionnaire based results (Table 4.6 & table 4.8). That is, the teachers' revealed their communicative oriented pedagogy in both theoretical and practical terms.

However, data from the lesson plan analysis and the classroom observation showed a different picture. That is, though the teachers in their interviews and self-reported questionnaires thought that they had conceptions of communicative pedagogy and were trying to implement communicative oriented instruction or student-centered instruction, the three observed teachers' lesson plans and actual lessons seemed to highlight teacher-centered pedagogy.

4.2.2.1 Data from Teachers' Lesson Plan

As indicated in Chapter 3, nine lesson plans (three for each teacher) were analyzed in order to crosscheck the teachers' actual classroom practices against their written lesson plans. Thus, the lesson plans are presented in the following manner.

Table 4.12: Teachers' Lesson Plans

PART ONE (information about the lesson)	PART TWO (structure of the lesson)				
<p style="text-align: center;">Lesson Plans of Teacher 1</p> <p>School's Name <u>FASILO GEN, SEC. SCHOOL</u></p> <p>Teacher's Name <u>xxxxxx</u> Section <u>10 'A' - 'D'</u> Duration of the lesson <u>40'</u> Page <u>69-76</u></p> <p>Date <u>27/03/03 E.C</u></p> <p>Topic <u>unit three</u></p>	Main content	Time	Teacher's Activity	Students' Activity	Teaching Aids (Teaching Materials)
	Positions of Adverbs	5'	Introduction <i>-Introduces the lesson by revising the previous</i>	<i>-Listen carefully</i>	-Students' textbook And -Teacher's guide
		20'	Presentation <i>-Presents the lesson by discussion</i>	<i>-Participate in the lesson</i>	
		10'	Stabilization <i>-Stabilizes the lesson by giving exercises</i>	<i>-Doing exercises</i>	
		5'	Evaluation Gives exercises	<i>-Checking their work</i>	
	Main content	Time	Teacher's Activity	Students' Activity	Teaching Aids (Teaching Materials)
	Listening	5'	Introduction <i>-introduces the lesson</i>	<i>-listen carefully</i>	-Students' textbook And -Teacher's guide
		20'	Presentation <i>-presents the lesson by reading the text</i>	<i>-Listen the text</i>	
		10'	Stabilization <i>-stabilize the lesson</i>	<i>- Doing the Exercise</i>	
		5'	Evaluation <i>-gives some exercises</i>	<i>- checking their Work</i>	
	Main content	Time	Teacher's Activity	Students' Activity	Teaching Aids (Teaching Materials)
	Reading Passage	5'	Introduction <i>-introduces the lesson</i>	<i>-Listen carefully</i>	Teacher's guide

		20'	Presentation <i>-presents the lesson by writing on the board</i>	<i>-participate</i>	<i>And Students' textbook</i>
		10'	Stabilization <i>-stabilizes the lesson</i>	<i>- doing</i>	
		5'	Evaluation <i>-gives some exercises</i>	<i>-checking</i>	

PART ONE (information about the lesson)	PART TWO (structure of the lesson)				
<p style="text-align: center;">Lesson plans of teacher 2</p> <p>School's Name <u>FASILO GEN.SEC. SCHOOL</u></p> <p>Teacher's Name <u>xxxxxx</u> Duration of per <u>40'</u> Page <u>69 - ?</u> Date <u>27/03/03 -01/04/03 E.C</u></p> <p>Grade and Section <u>9-7 – 9-11</u></p> <p>Topic <u>listening, inferring meanings, and reading comprehension,</u></p> <p>Objective – <u>at the end of the lesson the students should be able to: 1 tell a story about the black stone, 2. Infer meaning</u></p>	Main Content	Time	Teacher's Activity	Students' Activity	Teaching Aids (Teaching Materials)
	<u>Listening</u>	5'	Introduction <i>-calls off the past lesson</i> <i>-introduces the new lesson</i>	<i>-listen to the revision and introduction</i>	Textbook And Teacher's guide
		25'	presentation <i>-briefs instructions of the activities</i>	<i>-compare, check and discuss their answers</i>	
		5'	stabilization <i>-recaps main points</i>	<i>-listen to the summary</i>	
		5'	evaluation <i>-makes them tell the story about the black stone</i>	<i>-tell the story of the black stone</i>	
		Time	Teacher's Activity	Students' Activity	Teaching Aids (Teaching Materials)
	<u>Vocabulary</u>	5'	Introduction <i>-revises the previous lesson</i> <i>- introduces the new lesson</i>	<i>- listen to the revision and introduction</i>	Textbook

	Inferring meanings	25'	Presentation -briefs what inferring meaning and how we infer meaning	- infer meaning from context	And Teacher's guide
		5'	Stabilization -recaps main points	- listen to the summary	
		5'	Evaluation -gives ex. 3, on page 74 as a homework.	- do ex. 3, on page 74	
	Reading the Passage	5'	Introduction -revises the past lesson - introduces a new lesson	- listen to the revision and introduction carefully	Textbook and Teacher's guide
		25'	Presentation -briefs the nature of the comprehension questions	- answer comprehension questions	
		5'	Stabilization -recaps main points	- listen to the summary	
		5'	Evaluation -makes students compare and check their answers in groups	- compare and check their answers	

PART ONE (information about the lesson)	PART TWO (structure of the lesson)				
<p style="text-align: center;">Lesson Plans of Teacher 3</p> <p>School's Name <u>TANA HAIK GENERAL SECONDARY SCHOOL</u> Teacher's Name <u>xxxxxx</u> Grade and Section <u>10-17-20</u> Subject <u>English</u> Date <u>27/03/03- 01/04/03 E. C.</u> Topic <u>unit four and unit five</u> objective : at the end of the lesson students will be able to 2nd period <u>listen the description and fill the table</u> 2nd period <u>identify antonyms from synonyms</u> 4th period <u>discuss about the differences between 'may' and 'might'</u></p>	Main content	Time	Teacher's Activity	Students' Activity	Teaching Aids (Teaching Materials)
	<u>Listening</u> -Listen a comprehension passage & fill	5'	Introduction -the new topic will be introduced by revising the past	-listen	Teacher' guide
		25'	Presentation -helping to listen and read the comprehension passage	-listen	
		5'	Symbolization -the new topic will be revised	-fill the gap	
		5'	Evaluation -they will be evaluated by Ex.1, p. 87	-note taking	
	Main content	Time	Teacher's Activity	Students' Activity	Teaching Aids (Teaching Materials)
	<u>Vocabulary</u> -Identify antonyms from synonyms	5'	Introduction -the new topic will be introduced by revising the past	-listen	Students' textbook
		25'	Presentation -helping to identify antonyms from synonyms	- Identify antonyms	
		5'	stabilization -challenging problems will be revised	-take notes	
		5'	Evaluation -they will be evaluated by Ex.1, p. 94-95	- do Ex.1, p. 94-95	
	Main Content	Time	Teacher's Activity	Students' Activity	Teaching Aids (Teaching Materials)
	<u>Grammar</u> Identify 'may' and 'might'	5'	Introduction -the new topic will be introduced by revising the past	-listen	Students' textbook
		25'	Presentation -helping to identify 'may' and 'might' by discussion	- Identify 'may' and 'might'	
			stabilization	-take notes	

		5'	<i>-challenging problems will be revised</i>		
		5'	Evaluation <i>-they will be evaluated by Exercise in the text</i>	- do	Exercises

Table 4. 12 presents the three teachers' lesson plans. As we can observe from the table, the lesson plans for the three teachers have a similar format with two major parts. Part one, displays information about the lesson (e.g., Teacher's Name, Lesson Topic....., Lesson Objectives....., etc) and part two shows the structure of the actual lesson (e.g., Main Content....., Teacher's Activity....., Students' Activity....., etc). All of the lesson plans also show similar features in terms of budgeting the time (5-25 minutes for each phase of the lesson – introduction, presentation, stabilization and evaluation); using teaching materials (students' textbook and teacher's guide) and describing activities (teacher's and students') in brief ways (e.g., introduce the lesson and do exercises).

Moreover, the two teachers' lesson plans (lesson plans for teacher 1&2) seem to reflect similar lesson presentations. In other words, based on the expressions given under 'Teacher's Activity', we could learn that the lesson plans reinforce the teacher-centered instructions. In each part of the lessons, the teachers' are expected to present the content/topic of the lesson (e.g., *- presents the lesson by reading and presents the lesson by writing* - lesson plan of teacher 1; and *briefs the meaning of inferring and briefs about comprehension questions* - lesson plans of teacher 2). On the other hand, the lesson plans of teacher 3 appear to underline student-centered instructions. That is, the phrasing the teacher used in expressing activities in the 'Teacher's Activity', reflects the teacher's share of responsibility in presenting lesson information to the students (e.g., *helping to identify synonyms from antonyms, and helping to identify 'may' and 'might'* - lesson plans of teacher 3).

On the other hand, nearly similar ways of expressions are observed in the lesson plans of the three teachers in the 'Students' Activity' section (phrases like listen carefully, answer questions, do exercises, check answers, etc). This shows that (in the lesson plans of the three teachers) students are expected to take part in classroom activities either by listening to the teachers' talk and/or answering questions.

However, the overall presentation of the lesson plans seems sketchy. For instance, the lesson objectives of the two teachers do not tell us the specific behavioral change students are expected to achieve (e.g., at the end of the lesson students will be able to listen and get information – lesson plans of teacher 1; and at the end of the lesson students will be able to read and understand a passage - lesson plans of teacher 2). Moreover, mode of classroom organizations (pair work, group work, the whole class) in the lesson plans of both 'Teacher's Activity' and 'Students' Activity' was not clearly stated (e.g., *Presents the lesson by discussion* – lesson plans of teacher1; *introduces a new lesson* - lesson plans of teacher 2 *helping to identify antonyms from synonyms*- lesson plans of teacher 3).

Based on the lesson plans, we can make comparisons between what the teachers planned to do and what they actually did in their classrooms. Accordingly, most of the teachers' activities expressed in the lesson plans under 'Teacher's Activity' corresponded to what the teachers did in their actual teaching. More specifically, the teachers' classroom activities expressed in 'Teacher's Activity' (e.g., introduce the lesson, ask questions, summarize the main points, etc.) of the lesson plans (as presented in Table 13 above) reflected the teachers' actual instructional mode of presenting information, asking questions and giving feedback. In other words, the teachers' activities in the lesson plans were more or less reflected in their classroom lesson presentations observed.

But, a slight degree of inconsistency was observed between one teacher's lesson plan 'Teacher's Activity' (lesson plans of teacher 3) and the teacher's actual classroom instruction. That is, in this teacher's lesson plans, one may imply the teacher's sharing of responsibilities with the students in the presentation of the lessons' content (e.g., *helping to identify 'may' and 'might'* - lesson plans for teacher 3), and yet this teacher could not provide students with opportunities for differentiating between the meaning of 'may' and 'might'. The teacher rather was observed lecturing students about the differences and similarities of 'may' and 'might'.

Moreover, the students' activities and lesson objectives presented in the lesson plans of the three teachers were not consistent with their actual classroom instructions. That is, while each of the teachers' lesson plans display students' involvement (e.g., listen carefully, answer questions, do exercises), much of the actual classroom instructions rarely involved most students. Besides, the teachers in their actual classrooms did not check whether their lesson objectives were achieved or not (e.g., by asking some questions related to the lesson objectives).

Generally, the overall picture of the lesson plans seems to depict two prominent features. First, the teachers' activities presented in the lesson plans tend to entail teacher-centered classroom instructions. Even the given format (Introduction, Presentation, Stabilization and Evaluation) of the lesson plans of the three teachers seem to reflect the 3'P's (Presentation, Practice and Production) mode of instructions described in the traditional pedagogy. Second, students' activities described in the lesson plans seem to reinforce active participation of students in classroom instructions though students were not actively taking part in the observed lessons. Therefore, we may say that the lesson plans are consistent with the teachers' actual classroom instructions mainly in terms of the teachers' activities described in the lesson plans but not in the students' activities described in the lesson plans.

4.2.3 Data from the Classroom Observations

This section presents the data collected through nine classroom observations. As stated so far (See sec. section 3.2.4), the researcher attempted to capture the teachers' lesson presentations by observation notes and video recordings. The classroom observation data generated through the researcher's notes and video recordings were transcribed and

presented in terms of three thematic categories: physical conditions of the classrooms, lesson activities, mode of interaction and classroom organization. The details in this regard are given below.

4.2.3.1 Physical Conditions of the Classrooms

All the classrooms of the three teachers share some common physical features. Firstly, the classrooms are made of blocks and their walls are strong and neat except some writings here and there in chalk. Secondly, the rooms have desk chairs with three seats connected in a single desk or bench. Therefore, each bench accommodates three students. Thirdly, each of the classrooms has only one single blackboard attached (about 1 meter height) against the wall in front of the seats of students. Fourthly, the rooms have windows on the right side of the walls and there is ventilation of air and sufficient sunlight in each classroom. Last but not least, each of the rooms accommodates from forty-five to fifty students with relatively sufficient space and convenience.

The classrooms have also minor differences especially in their structure and time of building. Two classrooms are built in the form of a villa and are very old, about more than forty years of age. The remaining one classroom is among one of the classrooms in the ground plus four (G4) building. The room is located in the fourth floor. So both teachers and students have to go up stairs to the fourth floor for conducting lessons. Thus, the location of this room seems tiresome as compared to the rest of the two classrooms’.

The physical conditions of the rooms are generally good for students to attend their lessons properly. However, the chairs of each classroom are not manageable and convenient for conducting group work activities.

4.2.3.2 Lesson Activities

In each of the nine classroom observations, the teachers presented almost all kinds of classroom activities and exercises based on the textbook and the teachers’ guide. The teachers organized the lessons according to the students’ textbook. For instance, in most of the classroom observations, the three teachers came into classrooms with the textbook and they asked their students to take out the page where the teachers intended to begin and teach. Then, the teachers reminded students about the previous lesson, and directly moved on to giving instructions in the form of asking students orally to answer the textbook exercises, writing some responses/answers of students on the board, and giving explanations of grammar and/or vocabulary meaning, giving notes on grammatical items.

Moreover, the teachers were concerned on working out or finishing the activities and exercises of the textbook with a few volunteered students. That is, the teachers seemed to disregard most of the students’ understanding and following up of the exercises. They rarely asked about students’ understanding or performance of the lessons. Instead, the teachers sometimes asked students for confirming responses/answers of volunteered students. The following brief account of a single classroom observation could highlight the teachers’ lesson presentations.

The teacher began the day's lesson (reading comprehension) by reminding students about the previous lesson for about five minutes. Then, the teacher said "before we go to the reading, let's see the pre-reading questions....Is there anyone who wants to be an archaeologist?" The students kept silent. But the teacher explained the function of an archaeologist orally and instructed the students to read the reading text entitled 'An Ancient Land'. The teacher also said "I gave you five minutes to skim". Most of students had no textbooks. They shared one textbook in a group of six. Most of the students were gazing at the reading text by moving their mouths with comprehensible sounds. The teacher wrote the exercise's number (e.g., Ex. No. 3.2) of the textbook and the title (Skimming Paragraph Ideas) on the board. Then the teacher asked a few questions like, "which paragraph gives evidence to show that early man was....?" A few students (4-6) raised their hands and gave responses/answers. This was done for about ten minutes. Then, the teacher said "Let's go to reading for detailed information". And the teacher drew a table on the board with two columns: the one was lists of phrases and the other was blank spaces to be filled out by students after reading the text. The teacher did the first blank space as an example, and instructed students to do the rest.

After some minutes, the teacher went on filling out the blank spaces by calling upon volunteers. A few students raised their hands to fill the blank spaces. When a student's answer was not correct, the teacher gave chance to other volunteers, and sometimes the teacher asked the whole class for confirming responses/answers of volunteered students. However, only a few students were following what the teacher said and were trying to do the exercises given. The teacher rarely checked individual students' follow up of the lesson. Meanwhile, the bell was rung to signal the end of the period. Then, the teacher told students to finish the remaining exercises at their home and went out of the classroom.

The classroom observations generally seemed to show that almost all classroom activities and exercises were developed from the existing textbook. The teachers also focused on working out the textbook activities with a few volunteered students.

On the other hand, the teachers' classroom instructions seemed to reflect the teachers' activities presented in their lesson plans though the three teachers did not bring any lesson plan into their classroom during instruction. All of the teachers prepared their daily lesson plans and left it in office as they felt that they had already internalized their lesson plan. In fact, every teacher is required to prepare lesson plans and submit it to the school. The teachers' activities written in their lesson plans (such as presenting information, asking questions and giving instructions) more or less reflected what the teachers did in the observed classroom instructions.

Nevertheless, the students' activities and lesson objectives presented in the lesson plans were not consistent with the students' practices in the observed classroom instructions. That is, while the teachers' lesson plan displayed students' participation, much of the actual classroom instructions rarely involved most students. Besides, students were not using the language in the actual classroom instructions though students' use of the language was expressed in the lesson objectives.

4.2.3.3 Interaction and Classroom Organization

Almost all of the classrooms observed reflected teacher-student mode of interactions. That is, much of the classroom communications displayed a variety of the teachers' questions and students' responses. However, the teachers talked too much as compared to students (teacher-dominated interaction). The following observation transcription indicates this:

T: the three parts of the ear are... (The teacher wrote the word 'answers' on the board and 'outer

ear, middle ear and inner ear'). These are the three parts of the ...?

SS: ear (a few students responded)

T: outer ear

SS: outer ear (some students responded)

T: middle ear

SS: middle ear

T: and...?

SS: inner ear

T: inner ear. Ok, this is the answer for question no. 1. Let's go to question no.2 ... What happened to the sound vibrations after they have reached the inner ear? please try.... So complete the sentences, it says (the teacher read/ reminded/ the instruction for the comprehension questions from the text book).... They traveled along...along ? blankyes?

S: thickness.

T: thickness... and the other one...?

S: voice

T: voice...voice? Loud voice. Do you have any more?

The lesson went on like this until the bell was rung to signal the end of the period. Then, the teacher said "is it time?" and some students nodded; and before leaving the class, the teacher told students that they should do the rest of the exercises by themselves.

Thus, the lesson extract given above shows some features of classroom interaction. First, the teacher's communication only centers on a few students who were actively involved throughout the lesson. Second, almost all forms of the classroom interactions were performed in the forms of teacher-student and student-teacher (questions-answers). That is, there is no considerable level of communications or interactions among students (student-student) on the exercises or activities. Third, the teacher gave feedback/responses to the whole class (e.g., T: outer ear, & T: thickness... and the other one...?). Last but not least, the teacher did not manage the lesson activities within the given period of time. At the moment the bell was rung, the teacher left the classroom without summarizing and evaluating the lesson. Therefore, this contradicts the time allocation indicated to each phase of instruction in the teachers' lesson plans (See Table 13). That is, even though the teachers budgeted their time for each phase of their lesson activity (e.g., 5' -introduction, 25'-presentation, 5'-stabilization & 5' evaluation), the teachers could not manage the time indicated in the written plan.

Generally, the classroom interactions of most observed instructions may be characterized as teacher-centered instruction. The teachers gave a few communication opportunities to their students. Even such instances of students' interaction were performed only by about four to six volunteered students. The teachers' interactions were also focused on questioning and giving explanations. The researcher observed little attempts of providing activities of pair work and group work. Thus, much of the teachers' interaction adjusted towards either volunteered students or the whole classroom.

4.2.3.4 Summary of the Classroom Observation Data

The researcher attempted to summarize the observed teachers' classroom instructions in the following way:

- Many of the teachers' classroom questions were taken from the textbook exercises and they asked students to them by reading the textbook' exercises and activities;
- The teachers' role was dominating by posing a variety of questions through writing on the board and reading them from the textbooks loudly;
- Many of the teachers' questions were directed towards only a few students who volunteered;
- The majority of the students were out of the teachers' attention and they were left aside to act whatever they feel like;
- On a few occasions, students were asked to get in groups and discuss exercises, and they were doing it in Amharic;
- The teachers' instructions were conducted by using both Amharic and English
- There were limited number of textbooks used by students(one text for 5-6 students)
- There were only teacher-student and student-teacher classroom interactions (and no student-student interactions); and
- Though the teachers leave them behind, most of the students seemed to be manageable by their respective teachers.

4.2.4 A Summary of the Overall Results

A series of classroom observations revealed the teachers' talk dominating and information oriented instructions that contradicted what they said in their interviews. That is, in the interview sessions the teachers said that students had to practice the four language skills by involving themselves in classroom exercises. But, in their actual classrooms, three teachers were concerned on working textbook exercises with only a few volunteered students. In fact, the teachers sometimes accepted unsolicited responses of students and did exercises with students responding in the form of choral repetition. Yet the teachers did not involve students who were not ready for responses. This instructional negligence that the teachers developed in relation to a majority of students might be either the result of teachers' complains about their students or the effect of teachers' perceptions about their students' incapability and unwillingness. That is, in the interview sessions, the teachers pointed out that most of the students were disobedient and not interested in taking part in classroom activities. However, in classroom observations the teachers were making little effort to address every student in the instructional process; thus it seemed difficult to accept the

complaint that the teachers made on their students because of the fact that the teachers were not doing their level best to involve each student in their classroom exercises as revealed in their class observations.

Generally, the data collected through interviews and classroom observations revealed four major points. Firstly, the teachers, in their interview, said that they joined their profession with their choice and showed considerable satisfaction despite the fact that there were significant contextual problems like students' misbehavior, discouraging payment and inadequate government attention. Secondly, all of the teachers believed that teaching and learning could be effective when students are able to practice the language through different instructional means. They noted that teachers should address the four language skills, grammar and vocabulary when they develop their instructional activities and exercises. The teachers mainly underlined the effective use of communicative language teaching for students' mastery of the language. Thirdly, all of the teachers felt that they were conducting their classroom instructions in the form of student-centered or communicative oriented instruction, despite the fact that there were obstacles or contextual factors they were facing them during instructions. That is, the teachers thought that they were doing their best in making their lesson student-centered or communicative oriented regardless of the contextual problems such as students' incapability and lack of interest, large class size, work load and shortage of time. Fourthly, it was observed that the teachers were not felt as such communicative oriented in their actual classroom instructions. Nevertheless, they may think that they were making their lessons student-centered since the classroom interactions were dominated by a few students and their teacher.

In fact, such instructions dominated by teacher talk of Amharic and English with students of using Amharic in doing the textbook exercises could not be considered as communicative oriented instruction, due to the fact that the purpose of communication here is used to communicate in English but not in Amharic. Therefore, this result showed that the teachers have accepted their profession as a profession and thought that they were doing their instructions communicatively though the reverse happened in the classroom observation. In fact, in the survey, results mentioned so far (Table 4.4.1), there was no significant relationship among the teachers' pedagogic beliefs, classroom practices and teaching contexts. That is, there was no considerable interdependence among the three pedagogic variables as opposed to Borg's (2003) theoretical framework developed based on the previous research on language teacher cognition.

4.3 Conclusion and General Observations

This pilot for the current study was mainly interested in assessing whether the problems (pedagogic beliefs, instructional practices and teaching contexts) could effectively be investigated through the intended research instruments. The pilot was also concerned with generating tips of data by using mixed research method (both quantitative and qualitative research instruments).

Therefore, the survey results show that teachers' language pedagogic beliefs tend to reflect communicative oriented, and even their self reported classroom practices also revealed a

slant towards more of communicative oriented, student-centered instructions. The interview results also revealed that the teachers seem to have communicative pedagogic beliefs though they failed to realize them in their actual classroom instructions (as the observation data show). However, the correlation result of the questionnaire based data shows that there is no a statistically significant relationship between the teachers' instructional practices and their pedagogic beliefs as well as the contextual factors. This means the teachers are not implementing their pedagogic beliefs in classroom teaching though the contextual factors exert little impact in their in their instructional practices. This may also imply that the teachers are not reflective practitioners who can adequately justify their own instructional practices in terms of pedagogic beliefs and teaching contexts. In other words, the teachers do not give adequate reasons (e.g., due to pedagogic beliefs or/and contextual factors) for their classroom teaching or instructional decisions. Thus, this does not necessarily mean that the teachers' classroom instructions do not affected by either their pedagogic beliefs or teaching contexts. But such lack of relationship between the teachers' pedagogic beliefs and instructional practices and teaching contexts may also be resulted from the teachers' failure in rationalizing their actual classroom instructions.

Generally, the overall results of this pilot could inform the researcher about the possibility of addressing the objectives this study intended to work on by using the instruments given. However, there are also basic lessons to be learnt from this result. Firstly, the questionnaire instruments will have to be revised mainly in terms of language and redundancy of ideas. That is, a few items will be merged together and revised in terms of content and language clarity. Secondly, relatively more time and effort will be given to implementing qualitative instruments for data collection (e.g., semi-structured interviews and classroom observation). In other words, a more focused and prolonged form of observation and interviewing will be done for an exhaustive investigation of teachers' pedagogic beliefs and instructional practices.

Appendix G

Questionnaire for the Pilot Study

This questionnaire is mainly designed to make a survey of both the beliefs English language teachers' hold about English language pedagogy and the teaching methods that teachers apply in their actual classrooms. The questionnaire has four sections: background information; beliefs inventory about language teaching and learning; teachers' self-reported classroom practices; and impact of teaching contexts on teachers' application of their pedagogic beliefs. Your honest response to each statement helps the research increase its confidence on the collected data. All information from individuals will be kept confidential.

I Background Information

- | | | |
|-----------|--------------------------|---------------------------------|
| 1. Gender | 2. Level of education | 3. Years of Teaching experience |
| A. Female | A. Diploma | A. 1-11 month |
| B. Male | B. B.A Degree | B. 1-3 years |
| | C. M.A. Degree and above | C. 4-6 years |
| | | D. 7-9 years |
| | | E. 10 or more years |

II Teachers' Pedagogic Beliefs

Please read through the following statements and decide how much you either agree or disagree with each. Using the scale provided put a tick/√/ on the number that best indicates how you feel next to each statement.(Strongly Disagree, Disagree, Neutral, Agree, Strongly Agree/- scoring-1, 2, 3, 4, and 5 respectively)

No.	Items	Responses(Strongly Disagree, Disagree, Neutral, Agree, Strongly Agree/- scoring-1, 2, 3, 4, and 5 respectively)				
	Language aptitude					
1.	Every student in high school has the capacity to learn English language.	1	2	3	4	5
2.	Students differ in the ways they respond to and perform classroom tasks and activities.	1	2	3	4	5
3.	The students in our school cannot learn English as fast as Children do.	1	2	3	4	5
4.	Students in high school have the required ability for learning English language.	1	2	3	4	5
5.	Students can develop their English proficiency well if they learn English from as early as their first grade.	1	2	3	4	5
6.	High school girls are better than boys at learning English language.	1	2	3	4	5
7.	Students who are good at mathematics or science are not good at learning English.	1	2	3	4	5
8.	It is easier for a student who already speaks a foreign language to learn English.	1	2	3	4	5
	The Profession of Teaching English language					

9	Teaching English is an interesting job anyone liked can do it very well.	1	2	3	4	5
10	Teaching English in high school is a difficult job.	1	2	3	4	5
11	I feel that I am capable of teaching high school students English.	1	2	3	4	5
12	My English teaching skills are not as good as those of native English teachers.	1	2	3	4	5
13	I am confident of being a teacher of English language in the school.	1	2	3	4	5
The Nature of English Language Teaching and Learning						
14	Learning English is mostly a matter of learning listening and speaking skills.	1	2	3	4	5
15	It is necessary to know about English-speaking cultures in order to be able to learn English well.	1	2	3	4	5
16	Learning English is not a matter of learning a lot of new vocabularies	1	2	3	4	5
17	Learning English language is different from learning other academic subjects.	1	2	3	4	5
18.	Learning English is mostly of learning a lot of grammar rules.	1	2	3	4	5
19.	Students can learn English through interactions with each other by using the language.	1	2	3	4	5
20.	Students do not need to refer to a dictionary in order to know the meaning of a word that is new to them; they can guess it from the context.	1	2	3	4	5
21.	Students can learn English when they use English to do their classroom activities.	1	2	3	4	5
22.	Students need to repeat and practice English language phrases and structures a lot.	1	2	3	4	5
23.	Students can not learn English if they learn it in the way they learn their mother tongue.	1	2	3	4	5
24.	Learning English is more of learning reading and writing.	1	2	3	4	5
25.	Students need to practice their English with materials like cassette tapes.	1	2	3	4	5
26.	If students make errors of English in any kind (be pronunciation, grammar, vocabulary, etc) without teacher's correction, it will not be more difficult to correct them later on.	1	2	3	4	5
27.	Teachers need to use a variety of teaching aids (e.g. audio and video tapes, pictures, real objects, CD-ROMs, etc) in teaching students English for helping students learn better.	1	2	3	4	5
28.	Teachers should present and explain grammatical rules to students other than helping them communicate orally.	1	2	3	4	5
29.	In English classes, teachers should use texts that serve real communicative purpose.	1	2	3	4	5
30.	If teachers let students use their mother tongue in classroom discussions, they will not learn English well.	1	2	3	4	5

31.	Teachers need to use communicative activities (information-gap, games, role-plays, etc) for helping students learn the language better.	1	2	3	4	5
32.	Teachers shouldn't let students say anything in English until they can say it correctly.	1	2	3	4	5
33.	Teachers should help students practice using English with whatever opportunities students get to use.	1	2	3	4	5
34.	Teachers should encourage students practice their English with materials like cassette tapes.	1	2	3	4	5

II Teachers' Self-reported Classroom Practices

The following statements reflect the actual classroom behaviors that an English teacher could demonstrate in the process of instruction. Respond next to each statement by making a tick/√/ on the number that represents how often you use the type of instruction in the classroom. (Always/A/, Often/O/, Sometimes/S/, rarely/R/ and Never/N/ -scoring: 5, 4, 3, 2, and 1 respectively).

No.	Item	Responses(Always/A/, Often/O/, Sometimes/S/, Rarely/R/ and Never/N/ -scoring: 5, 4, 3, 2, and 1 respectively				
1.	In my teaching, I spend more time by giving instructional information	4	4	3	2	1
2.	I ask questions to stimulate discussion in my teaching.	4	4	3	2	1
3	I give students the opportunity to get into groups and discuss answers to problem-solving activities.	5	4	3	2	1
4	I provide activities that require students to communicate with each other in the English language.	5	4	3	2	1
5	I present information to students in lecture format.	5	4	3	2	1
6	In my classes students learn vocabulary in context.	5	4	3	2	1
7	I ask students to memorize new vocabulary or phrases without showing them how to use the words in context.	5	4	3	2	1
8	When teaching grammar, I encourage students to deduce the rules on their own.	5	4	3	2	1
9	I use my knowledge of grammar rules to explain complex English sentences to students.	5	4	3	2	1
10	I present patterns in the English language for my students to deduce grammar rules.	5	4	3	2	1
11	I help students' learning through over use of the mother tongue/Amharic.	5	4	3	2	1
12	I get students to self-correct their errors.	5	4	3	2	1
13	I give students the opportunity to get into groups and discuss answers to problem-solving activities.	5	4	3	2	1
14	I require my students to make cultural comparisons through out-of-class activities with members of the English culture.	5	4	3	2	1

15	I compliment my students on their successes in carrying out activities given.	5	4	3	2	1
16	I use listening and speaking activities as part of my English language teaching.	5	4	3	2	1
17	I help my students to use the English language outside of the classroom.	5	4	3	2	1
18	I teach vocabulary and grammar through giving notes and lecturing.	5	4	3	2	1
19	I help my students to practice language learning skills and strategies.	5	4	3	2	1
20	Instead of following its sections one by one, I use the textbook as a general framework of classroom activities. I modify the given exercises and activities whenever I feel appropriate and necessary for students' learning.	5	4	3	2	1
21	I use the textbook as the primary source of activities for the class.	5	4	3	2	1
22	In my teaching I encourage participation from the students.	5	4	3	2	1
23	In my classroom I utilize audio-visual materials in order to improve the learning process.	5	4	3	2	1
24	I encourage my students to consider solutions to problems without my help.	5	4	3	2	1
25	I am the only resource person in my subject area, English, primarily in terms of giving and sharing information.	5	4	3	2	1
26	As, an English teacher, I feel responsible for providing and controlling the flow of the content/lesson and the student is expected to receive the content.	5	4	3	2	1
27	As an English teacher, I act as a role model by demonstrating skills and processes and then as a coach/guide in helping students develop and apply these skills and knowledge.	5	4	3	2	1
28	In my teaching, I design group activities which encourage active learning, student-to-student collaboration and problem solving. I require students to process the learning activities and use them in their life.	5	4	3	2	1
29	As an English teacher, I give students a choice designing and implementing their own complex learning projects and will act in a consultative role.	5	4	3	2	1
30	I follow up each student's individual progress in the English language.	5	4	3	2	1

III Contextual Factors

The following statements refer to the possible pressure that teachers may face when they apply their own language pedagogic beliefs in the classroom. Using the scale provided put a tick/√/ on the number that best indicates how you feel next to each statement. (Strongly Disagree, Disagree, Neutral, Agree, Strongly Agree/- scoring-1, 2, 3, 4, and 5 respectively)

No.	Items	Responses(Strongly Disagree, Disagree, Neutral, Agree, Strongly Agree/- scoring-1, 2, 3, 4, and 5 respectively)
1	The students are not comfortable with the way of teaching I intend to apply.	1 2 3 4 5
2	The students' English proficiency level is too low to apply my intended instruction.	1 2 3 4 5
3	I am not committed enough to apply my intended English language teaching approach.	1 2 3 4 5
4	The students' responsibility is too low to take part in the teaching-learning process.	1 2 3 4 5
5	The class size is too big to manage in the way I like.	1 2 3 4 5
6	I am not confident enough to let students question or challenge my knowledge even if I want to apply my pedagogic beliefs in the classroom.	1 2 3 4 5
7	The instructional time is too limited and externally set up.	1 2 3 4 5
8	The existing English language materials and resources do not encourage me to apply my instructional intention.	1 2 3 4 5
9	The examination format does not totally match with my approach of teaching.	1 2 3 4 5
10	I am not clear with how to go about for implementing my own pedagogic thinking.	1 2 3 4 5
11	The English language teaching program does not provide teachers with adequate choices to modify their lesson planning and mode of assessment according to their teaching context.	1 2 3 4 5
12	The English language teaching curriculum does not provides teachers with options of using a variety of teaching methods.	1 2 3 4 5
13	As teachers we do not have much understanding of the overall objectives of the English language teaching program.	1 2 3 4 5
14	The assessment instruments we are required to use do not match with the teaching approach I am trying to implement.	1 2 3 4 5
15	The English language teaching program does not acknowledge the role of learner autonomy and learner choice in facilitating learning.	1 2 3 4 5

Thank you for your cooperation!

Appendix H

Interview Guidelines for the Semi-Structured Interview (Pilot Study)

The main purpose of this interview is to understand what you think about English language teaching and learning and practically do in your classrooms. Every discussion will be kept confidential and you are expected to be open enough to express anything related to the language pedagogy. The researcher also will not disclose your name in the data analysis. So, everything will be confidential.

1. Beliefs and conceptions teachers developed on the nature of English language teaching and English teaching as a profession
 - How many years have you taught English? How do you see teaching English? What beliefs do you hold about the difficulties and opportunities of becoming an effective English teacher?
 - What beliefs do you hold about the teaching of English? What kind of instructions do you think are helpful for students' learning? What kind of activities do you think are helpful for students' learning? (Group work and pair work activities, grammar explanations, vocabulary exercises, etc.)
2. Assumptions teachers hold on the nature and the determining factors of English language learning
 - What do you think are the effective ways of English learning? Why do you think so? What kind of language learning processes do you think are students need to involve for successful acquisition of the language? (e.g., independent vocabulary study, practicing the four skills - listening, speaking, reading and writing, taking notes of grammar items, communicating in the target language, etc.)
3. Practical classroom instructional experiences teachers reflect in their career, and
 - What are your major considerations in your teaching plan? What do you normally do? What kind of instructions do you usually conduct in your classrooms? (Do you usually present activities for students in the form like demonstrating using the target language, explaining grammar rules, grouping students for discussions, etc.)
4. Impact of contextual factors that teachers believe to face in their classroom instructions
 - Can you practice what you believe in the classroom? Why or why not? Do you find the school conducive and encouraging to apply your own pedagogy? Do you face problems of resources, management, students, lack of self motivation, etc?

Appendix I

Sample Observation Transcript (pilot Study)

Teacher 1

Grade 10 'C' (Observation one)

Lesson : Grammar (Position of Adverbs)

T: I think we are on the revision of position of adverbs (the teacher wrote 'Position of Adverbs' on the board). Ok, here we have position of adverbs. In unit two, we have seen about 'position of adverbs' in unit two, do you remember....? Do you remember or not?

SS: ehm (some students responded)

T: yes, we have seen about 'position of adverbs'. We have seen it. We have different adverbs. Adverb of what...? Raise your hands please?

S: adverb of time.

T: adverb of time...?

S: adverb of frequency,

T: adverb of frequency... eha?

S: adverb of manner.

T: adverb of manner...eha?

S: adverb of place.

T: adverb of ...place... yea. We have seen. They have their own...what, positions in a sentence. Yea...? To get a meaningful sentence, every one adverbs... they have their positions in a sentence...yea?

SS: Nodded (a few students).

T: then, here is a revision about what.... position of adverbs. Let's see, let's see... (the teacher wrote the sentence on the board) 'I have seen such a big tomato'. The given adverb is 'never' ...eha? the given adverb is 'never'. You have to put 'never' in its right position. Choose

among the alternatives (the teacher wrote the choices) (A) I have, (B) seen (C) such a big (D) tomato. Then, choose the place of 'never' whether it is 'under 'A' or under 'B' or under 'C' or under 'D'...eha? Where...?

S: in place of 'A'

T: In place of ...eha?

S: 'B'

T: in place of 'B'. Then, in such a way, you can do the others. Please try no.2, no.3 and no.4 on your exercise. Please try...but some of you do not have exercise book... why?...eha?

SS: emm (some students murmured)

T: ok. Let me write, I will write. Ok, no.2...(the teacher wrote the questions on the board)
Then the lesson continued like this.

Teacher 2

Grade 9-7 (Observation three)

Lesson: Reading comprehension (homework Exercise)

T: the three parts of the ear are... (The teacher wrote the word 'answers' on the board and 'outer ear, middle ear and inner ear'). These are the three parts of the ...?

SS: ear (a few students responded)

T: outer ear

SS: outer ear

T: middle ear

SS: middle ear

T: and...?

SS: inner ear

T: inner ear. Ok, this is the answer for question no. 1. Let's go to question no.2 ... What happened to the sound vibrations after they have reached the inner ear? please try.... So complete the sentences, it says (the teacher read/ reminded/ the instruction for the comprehension questions from the text book).... They traveled along...along ? blankyes?

S: thickness.

T: thickness... and the other one...?

S: voice

T: voice...voice, loud voice. Do you have any more?

Then the lesson continued like this.

Teacher 3

Grade 10-17 (Observation two)

Lesson: vocabulary exercises

T: (the teacher wrote a list of words on the board). Let's chorus them... let's chorus them. 'abren enbelachew' ... borrow (the teacher said 'borrow' by pointing at the word)

SS: borrow

T: borrow

SS: Borrow

T: lend

SS: lend

T: lend

SS: lend

T: dangerous

SS: dangerous

T: dangerous

SS: dangerous

T: mean

SS: mean

T: mean

SS: mean

T: so, first of all, I will call the first word, then you will tell me the opposite by yourself, ok... I will call the second, then you will tell me the first. 'aydel yemilew... instructionu'? Ok, 'borrow' (the teacher said the word)

SS: borrow

T: borrow... borrow...?

SS: lend

T: when I call the first, you will tell me the second, 'dangerous' (the teacher said the word)

SS: mean

T: mean

SS: dangerous.

Then the lesson continued like this.

I, the undersigned, declare that this dissertation is my work and that all sources of material used for the dissertation have been duly acknowledged.

Name Birhanu Simegn

Signature _____

Place Addis Ababa University

Date of Submission July 2012