

**THE IMPACT OF PRE-SERVICE PRIMARY ENGLISH LANGUAGE
TEACHER TRAINING ON POST-TRAINING PRACTICE**

by

TEMESGEN DANIEL BUSHISO

Submitted in accordance with the requirements for

the degree of

DOCTOR OF LITERATURE AND PHILOSOPHY

in the subject

ENGLISH

at the

UNIVERSITY OF SOUTH AFRICA

Supervisor: Prof B.M. Nchindila

May, 2017

Declaration

I, Temesgen Daniel Bushiso, student number 53341570, declare that the above thesis is my own work and that all the sources that I have used or quoted have been indicated and acknowledged by means of complete references.

A handwritten signature in blue ink, appearing to be 'T. Bushiso', is written on a light blue background.

SIGNATURE

05/23/2017

DATE

Acknowledgements

My utmost thanks go to the almighty GOD, who gave me the strength and courage throughout this study.

Next, I have to thank Prof. Bernard Nchindila, my supervisor at UNISA, for his unwavering academic and moral support since the beginning of the study. His comments and encouragement have shaped the study to take this form. Once again, thank you, Prof. Nchindila. I also thank Professor K. Le Roux, who edited this dissertation.

My family and my friends have also supported me in their best convenient way. My dear friends, Ms. Berhan and Dr. Mebratu, are at the top of the list. They supported me both professionally and morally. Among my family members Daniel, my father and Amarech, my mother were so good to me in giving moral support. Also my brothers and sisters deserve my gratitude for their unwavering moral support the support.

My host universities, Hawassa University, Ethiopia and the University of South Africa deserve my gratitude for supporting me through training and financial support.

Finally, I have to offer thanks to the academic staff and third-year students of the year 2016 in the English Language Department at Hawassa College of Teachers' Education. Mr. Melaku, the Language Stream Coordinator, Mr. Tesfaye, Mr. Endrias and Mr. Teshale are among the staff members who deserve my thanks. Without the pre-service primary English language trainee teachers' willingness to provide information, this research would have been unthinkable.

My last words to you all, "Thank you!"

Abbreviations and Acronyms

| | |
|--------|---|
| AAU | Addis Ababa University |
| CGPA | Cumulative Grade Point Average |
| CK | Content Knowledge |
| CLT | Communicative Language Teaching |
| CPD | Continuous Professional Development |
| CTE | College of Teachers' Education |
| EFL | English as a Foreign Language |
| EGSECE | Ethiopian General Secondary Education Certificate Examination |
| EGSLE | Ethiopian General School Leaving Examination |
| ELIP | English Language Improvement Programme |
| ELT | English Language Teaching |
| ELTM | English Language Teaching Methods |
| ELTMM | English Language Teaching Methodology Module |
| ESL | English as a Second Language |
| EPRDF | Ethiopian Peoples' Revolution Development Front |
| FDRE | Federal Democratic Republic of Ethiopia |
| GEQIP | General Education Quality Improvement Program |
| MOE | Ministry of Education |
| NLA | National Learning Assessment |
| OUP | Oxford University Press |
| PCK | Pedagogical Content Knowledge |
| PGDT | Post-graduate Diploma Training |
| PK | Pedagogical knowledge |

| | |
|--------|--|
| SNNPR | South Nations Nationalities and Peoples' Region |
| TCK | Technological content knowledge |
| TDP | Teacher Development Program |
| TEI | Teacher Education Institutes |
| TESL | Teaching English as a Second Language |
| TK | Technological Knowledge |
| TPCK | Technological pedagogical content knowledge |
| TPK | Technological pedagogical knowledge |
| TT | Trainee Teacher |
| UN | United Nations |
| UNISA | University of South Africa |
| UNDP | United Nations Development Program |
| UNESCO | United Nations Educational, Scientific and Cultural Organization |
| USAID | United States Agency for International Development |

Abstract

This study sought to investigate the impact of pre-service primary school English language teachers' training on their post-training practice. A constructive research paradigm and qualitative method were used in the study. The participants were selected purposively, and final year pre-service primary school English trainee teachers were used to collect the research data. The data were collected in the year 2016. To collect the data, an interview schedule, an observation guide and document analyses were used. The interviews and the observations were recorded and later transcribed. The transcribed data were coded, categorized according to their similarity, and then these categories were further collapsed into themes. The findings showed that the primary school ELT trainee teachers did not have sufficient understanding of the ELT methods offered during their training which led to poor practice, as revealed in their independent teaching. Some of the reasons for the trainees' poor understanding and practice mentioned were that the training system was not supported by the reflective teaching method, and the support of ICT. In addition, there was a significant waste of time budgeted for the course time for the completion of the training program. In relation to time, the practicum time the students stayed in the primary school during independent teaching was not sufficient to give them hands-on practice. Moreover, they did not get the required support from the school mentors and the training college supervisors. Due to these constraints, almost all the participant trainee teachers demonstrated poor performances during the lesson delivery, which indicated that they did not understand the principles of the ELT methods.

Key terms: assessment, ELT, EFL, impact, lesson plan, practice, pre-service trainee teacher, primary school, teaching method, teaching practice

Table of Contents

| | |
|--|----------|
| Declaration..... | i |
| Acknowledgements..... | ii |
| Abbreviations and Acronyms | iii |
| Abstract..... | v |
| List of Tables | xii |
| 1. INTRODUCTION TO THE STUDY | 1 |
| 1.1. Preamble | 1 |
| 1.2. Focus of the Study | 2 |
| 1.3. Contextualizing the Study..... | 2 |
| 1.3.1. The Policy Premises of ELT in Ethiopia..... | 2 |
| 1.3.2. A Description of the Pre-Service Primary ELT Qualification in Ethiopia..... | 5 |
| 1.3.3. Requirements of the Pre-service Primary EFL Teacher Training Program | 8 |
| 1.3.4. English Language Diploma Linear/Specialist Program Courses | 10 |
| 1.3.5. Methods of Assessment of ELTM Courses..... | 13 |
| 1.3.6. The Contents of the English Language Teaching Methods (ELTM) Courses | 16 |
| 1.3.7. The Practicum in the Ethiopian Primary School EFL Teachers' Training | 20 |
| 1.3.8. The School Observation Phases (Practicum I -III)..... | 21 |
| 1.3.9. The Independent Practicum (Practicum IV)..... | 22 |
| 1.4. Statement of the Problem..... | 23 |
| 1.5. Significance of the Research..... | 25 |
| 1.6. Aim and Objectives of the Study | 25 |
| 1.6.1. Aim of the Study | 25 |
| 1.6.2. Specific Objectives of the Study | 26 |
| 1.7. The Research Questions..... | 26 |
| 1.8. Methodological Assumptions of the Study..... | 26 |
| 1.8.1. The Research Paradigm..... | 26 |
| 1.8.2. Ontology..... | 27 |
| 1.8.3. Epistemology..... | 27 |
| 1.8.4. The research Methods | 28 |
| 1.9. The Research Design | 28 |
| 1.9.1. Sample of the Population | 28 |
| 1.9.2. Population Sampling Techniques..... | 28 |
| 1.9.3. Data Collection Tools..... | 29 |

| | |
|--|-----------|
| 1.9.4. Methods of Data Analysis | 29 |
| 1.9.5. The Researcher’s Role..... | 29 |
| 1.10. Delimitation of the Study..... | 30 |
| 1.11. Rationale for the Study | 30 |
| 1.12. Definition of the Key Terms | 32 |
| 1.13. Organization of the Thesis | 33 |
| 1.14. Conclusion | 35 |
| 2. REVIEW OF THE LITERATURE..... | 36 |
| 2.1. Introduction..... | 36 |
| 2.2. Education in Ethiopia..... | 36 |
| 2.2.1. Traditional Ethiopian Education | 37 |
| 2.2.2. Education in Ethiopia during the Menelik II Regime | 38 |
| 2.2.3. Education during Emperor Haile Selassie I’s Regime | 39 |
| 2.2.4. Education during the Military 'Dergue' Regime..... | 40 |
| 2.2.5. Education during the EPRDF | 42 |
| 2.3. The New Education Policy and Reforms in Ethiopia | 42 |
| 2.4. Teacher Education in Ethiopia..... | 45 |
| 2.5. Models of English Language Teacher Education | 47 |
| 2.5.1. The Craft Model | 47 |
| 2.5.2. The Technical Rationality Model..... | 48 |
| 2.5.3. The Reflective Model..... | 50 |
| 2.6. The Classroom Dynamics of Teaching English..... | 53 |
| 2.6.1. The Essence of the Knowledge of ELT Methods in Teaching English | 54 |
| 2.6.2. The Communicative Language Teaching Approach..... | 55 |
| 2.7. The Principles of Communicative Language Teaching..... | 57 |
| 2.7.1. Focus on Meaning | 57 |
| 2.7.2. Learner Autonomy | 58 |
| 2.7.3. High Student Interaction | 58 |
| 2.7.4. The Teacher as Facilitator | 59 |
| 2.7.5. TheUse of Authentic Materials | 59 |
| 2.7.6. Alternative Assessment | 60 |
| 2.8. The Nature of the Activities in an EFL Classroom..... | 62 |
| 2.9. The Practice of Teaching Language in an EFL Classroom | 64 |

| | |
|---|------------|
| 2.9.1. The Practice of Teaching Speaking Skills in an EFL Classroom..... | 65 |
| 2.9.1.1. The Nature of Activities in Teaching Speaking Skills..... | 66 |
| 2.9.2. The Practice of Teaching Listening Skills in an EFL Classroom | 67 |
| 2.9.3. The Practice of Teaching Reading in an EFL Classroom | 69 |
| 2.9.3.1. Stages in Teaching Reading..... | 70 |
| 2.9.3.2. The Roles of the Teacher and the Learners in the Reading Lesson..... | 71 |
| 2.9.4. The Practice of Teaching Writing in an EFL Classroom | 72 |
| 2.9.4.1. The Product Approach | 72 |
| 2.9.4.2. The Process Approach | 73 |
| 2.9.4.3. The Genre Approach..... | 75 |
| 2.9.5. The Practice of Teaching Grammar in an EFL Classroom | 76 |
| 2.9.6. Teaching Vocabulary | 78 |
| 2.10. Why Should EFL Teachers Use Teaching Aids in the Classroom? | 80 |
| 2.11. Lesson Planning in Teaching English..... | 82 |
| 2.11.1. The Need for the Planning of Lessons in Teaching English | 84 |
| 2.11.2. Elements of a Language Teaching Lesson Plan..... | 84 |
| 2.11.2.1. Lesson Objectives | 85 |
| 2.11.2.2. Teaching Methods..... | 86 |
| 2.11.2.3. The Teachers' and the Learners' Activities | 86 |
| 2.11.2.4. Teaching Aids | 87 |
| 2.11.2.5. Evaluation | 87 |
| 2.11.2.6. Time Management | 87 |
| 2.12. The Aims and Methods of the Literature Review..... | 88 |
| 2.13. Conclusion, and the Major Gaps Identified in the Literature Review | 89 |
| 3. THEORETICAL FRAMEWORK OF THE STUDY | 92 |
| 3.1 Introduction..... | 92 |
| 3.2 The Role of Education Policy in the Training of English Language Teachers | 92 |
| 3.3 The Impact of the Trainee Teachers' Beliefs and Motivation on Their Training...93 | 93 |
| 3.4 The Place of Knowledge in EFL Teacher Education..... | 94 |
| 3.5 The Knowledge-Practice Interaction in English Language Teacher Training.....99 | 99 |
| 3.6 Characteristics of Effective EFL Teachers | 100 |
| 3.7 Conclusion | 102 |
| 4. THE RESEARCH METHODS..... | 104 |

| | | |
|----------|---|------------|
| 4.1 | Introduction..... | 104 |
| 4.2 | Aims of the Study | 104 |
| 4.3 | The Purpose of the Study..... | 105 |
| 4.4 | The Research Setting | 105 |
| 4.4.1 | The Research Paradigm | 105 |
| 4.4.1.1 | Constructivism as a Theoretical Framework | 106 |
| 4.4.1.2 | Ontology | 106 |
| 4.4.1.3 | Epistemology | 107 |
| 4.4.1.4 | The Research Paradigm | 109 |
| 4.5 | The Research Design | 109 |
| 4.6 | The Research Approach..... | 110 |
| 4.7 | Description of the Study Area and the Population..... | 111 |
| 4.8 | Sampling Techniques..... | 111 |
| 4.9 | Data Collection Tools | 112 |
| 4.9.1 | The Observation Checklist..... | 112 |
| 4.9.2 | The Documents | 113 |
| 4.9.3 | The Interview Schedules..... | 114 |
| 4.10 | The Data Collection Procedure..... | 115 |
| 4.11 | Methods of Data Analysis..... | 116 |
| 4.12 | Ethical Considerations | 119 |
| 4.13 | Issues of Validity and Reliability..... | 120 |
| 4.14 | Limitations of the Study..... | 122 |
| 4.15 | Conclusion | 122 |
| | 5. PRESENTATION OF THE DATA FROM THE LESSON OBSERVATIONS AND THE DOCUMENT ANALYSES | 123 |
| 5.1. | Introduction..... | 123 |
| 5.2. | The Profile of the Pre-service Primary School EFL Trainee Teachers in Ethiopia | 125 |
| 5.3. | Data from the Classroom Observations | 126 |
| 5.3.1. | The Observation of TT 1’s Lessons | 127 |
| 5.3.1.1. | Lesson Observation 1..... | 127 |
| 5.3.1.2. | Lesson Observation 2..... | 131 |
| 5.3.2. | The Observation of TT 2’s Lessons | 135 |
| 5.3.2.1. | Lesson Observation 1..... | 135 |
| 5.3.2.2. | Lesson Observation 2..... | 140 |
| 5.3.3. | The Observation of TT 3’s Lessons | 143 |

| | |
|--|------------|
| 5.3.3.1. Lesson Observation 1..... | 143 |
| 5.1.1.1 Lesson Observation 2..... | 148 |
| 5.3.4. The Observation of TT4’s Lessons | 154 |
| 5.3.4.1. Lesson Observation 1..... | 154 |
| 5.3.4.2. Lesson Observation 2..... | 158 |
| 5.3.5. The Observation of TT5’s Lessons | 163 |
| 5.3.5.1. Lesson Observation 1..... | 163 |
| 5.3.5.2. Lesson Observation 2..... | 167 |
| 5.3.6. The Observation of TT6’s Lessons | 171 |
| 5.3.6.1. Lesson Observation 1..... | 171 |
| 5.3.6.2. Lesson Observation 2..... | 176 |
| 5.4. Data from the Document Analysis..... | 180 |
| 5.4.1. Analysis of TT1’s Lesson Plan | 180 |
| 5.4.2. Analysis of TT2’s Lesson Plan | 182 |
| 5.4.3. Analysis of TT3’s Lesson Plan | 183 |
| 5.4.4. Analysis of TT4’s Lesson Plan | 184 |
| 5.4.5. Analysis of TT5’s Lesson Plan | 185 |
| 5.4.6. Analysis of TT6’s Lesson Plan | 186 |
| 5.5. Conclusion | 188 |
| 6. PRESENTATION OF THE DATA FROM THE NTERVIEWS..... | 189 |
| 6.1 Introduction..... | 189 |
| 6.2 Presentation of the Findings..... | 189 |
| 6.2.1 The Teacher’s Pedagogical Knowledge..... | 189 |
| 6.2.1.1 Presentation of the Interview Data..... | 189 |
| 6.2.2 Theme 3: Factors Related to the ELTM Training Environment..... | 206 |
| 6.2.2.1 The ELTM Training Method | 206 |
| 6.2.2.2 The ELTM Assessment Method..... | 208 |
| 6.2.2.3 Reflection on the Independent Teaching Practicum | 209 |
| 6.2.2.4 Feedback of the Trainees on the Overall ELT Training | 211 |
| 6.3 Categories of the Themes and Sub-Themes..... | 213 |
| 6.4 Conclusion | 215 |
| 7. DISCUSSION OF THE FINDINGS | 216 |
| 7.1 Introduction..... | 216 |
| 7.2 Theme One: The Trainees’ Cognition Level of the CK and PCK..... | 217 |

| | |
|--|------------|
| 7.2.1 The Need For a Comprehensive Change in the Trainee Teachers’ Knowledge | 218 |
| 7.2.2 The Lack of an Adequate and Suitable Training Strategy | 219 |
| 7.2.3 The Need for Reflective Training on EFL Teacher Education | 220 |
| 7.3 Theme Two: The Trainees’ Classroom Teaching Practice | 222 |
| 7.3.1 The Lack of Reflection in the Practicum | 223 |
| 7.3.2 The Lack of an Appropriate Assessment Procedure | 225 |
| 7.3.3 The Lack of the English Language Teachers’ Empowerment | 226 |
| 7.4 Theme 3: Factors Related to the Training Environment | 228 |
| 7.4.1 Unfavourable Trainee Selection and Admission Method | 228 |
| 7.4.2 The Allotment of Less Weight to the ELT Methodology Courses | 229 |
| 7.4.3 Inadequate Practice and Evaluation in the Practicum | 230 |
| 7.4.4 Low Motivation and the Capacity of the Teacher Educators | 231 |
| 7.4.5 The Lack of a Monitoring and Evaluation System | 232 |
| 7.5 Conclusion | 232 |
| 8. CONCLUSIONS AND RECOMMENDATIONS | 234 |
| 8.1. Introduction | 234 |
| 8.2. Conclusions | 235 |
| 8.3. The Originality and the Main Contributions of the Study | 239 |
| 8.4. Recommendations | 240 |
| 8.5. Limitations of the Study | 241 |
| 8.6. Further Research | 241 |
| 8.7. Concluding Remarks | 242 |
| REFERENCES | 243 |
| APPENDIX | 263 |
| Appendix A: Teacher Trainees’ Interview Schedule | 263 |
| Appendix B: Classroom Observation Checklist | 265 |
| Appendix C: Sample Lesson Plans Prepared by the Observed EFL Trainees | 269 |
| Appendix D: Interview Scripts from the Participant EFL Teacher Trainees | 271 |
| Appendix E: Consent between Researcher and Research Participants | 288 |
| Appendix G: Ethical Clearance, Editor’s and Originality Reports | 291 |

List of Tables

| | |
|--|-----|
| <i>Table 1.1 Course Category of a Pre-Service Primary ELT Specialist Program</i> | 11 |
| <i>Table 2.1: Activities in the Reading Process</i> | 71 |
| <i>Table 2.2: Bloom’s Taxonomy of Objectives</i> | 85 |
| <i>Table 5.1: The Trainee Teacher’s Note Summarizing Grammar Rules</i> | 160 |
| <i>Table 5.2: Vocabulary-Matching Activity</i> | 165 |
| <i>Table 6.1: Understanding Learner Factors</i> | 191 |
| <i>Table 6.2: Understanding the Differences Between CLT and The Traditional Approaches</i> | 194 |
| <i>Table 6.3: Understanding the Lesson Plan</i> | 197 |
| <i>Table 6.4: The Roles of The Teacher And The Learners in the Presentation Stage</i> | 200 |
| <i>Table 6.5: Understanding the Effective Use of Language Teaching Activities</i> | 201 |
| <i>Table 6.6: Understanding The Nature of The Language Tests</i> | 204 |
| <i>Table 6.7: The Trainees’ Understanding and Application of Teaching Aids</i> | 205 |
| <i>Table 6.8: Reflection on the ELTM Training Method</i> | 207 |
| <i>Table 6.9: The ELTM Course Assessment Procedure</i> | 208 |
| <i>Table 6.10: Reflection On The Independent Teaching Practicum</i> | 210 |
| <i>Table 6.11: Feedback of The Trainees on the Overall ELT Training</i> | 212 |
| <i>Table 6.12: The Outline of the Categories and Sub-Themes of the Findings</i> | 214 |

List of Figures

| | |
|--|-----|
| <i>Figure 2.1: The Ethiopian Education System</i> | 44 |
| <i>Figure 2.2: The Craft Model of Language Teacher Education</i> | 48 |
| <i>Figure 2.3: The Technical Rationality Model of Language Teacher Education</i> | 49 |
| <i>Figure 2.4 : The Reflective Model Of Teacher Education</i> | 51 |
| <i>Figure 2.5: The Cyclical Process of Lesson Planning</i> | 83 |
| <i>Figure 3.1: Interaction of Technological Pedagogical Content Knowledge</i> | 98 |
| <i>Figure 3.2: A Theoretical Framework For English Teacher Training</i> | 102 |
| <i>Figure 4.1: Summary of The Research Procedure</i> | 118 |
| <i>Figure 5 .1: Grammar Use Activity</i> | 179 |
| <i>Figure 7.1: The Process of Pre-Service Primary School Efl Teacher Training the Findings</i> | 217 |
| <i>Figure 7.2: The Reflection Process (Adapted From Collin Et Al., 2013)</i> | 222 |

CHAPTER ONE

1. INTRODUCTION TO THE STUDY

1.1. Preamble

This study investigated the impact of pre-service primary English language teacher training, the academic characteristic features of the trainees and the trainers on the trainees' post-training practice. The term *impact* which is employed in this study bears different meanings in various contexts. For instance, in a programme planning, impact can refer to the intended or desirable effects. Also the concept may be used in a programme evaluation to determine to what extent the intervention achieved what it was set out to be achieved (Bufardi & Hean, 2016). Particularly in the context of impact evaluation, the term *impact* refers to measured or observed effects of an intervention, which could help to decide whether to stop, continue, scale up or adapt the intervention in the programme.

In this qualitative study, the operational definition of impact is equivalent to the word 'effect' as defined in Bufardi and Hean, (2016). Impact assessment in a qualitative approach requires rigorous procedures (Ellis, 2015) to sort out qualitative data. This type of study needs a baseline data and systematic data management against agreed indicators, and an evaluation design appropriate to the research questions. In relation to this, I designed an interview schedule and observation checklist and document analysis based on the identified indicators of the pre-service EFL training outcome. Next, the outline of the chapter is presented below.

Following the preamble section explained above, this chapter first presents the focus of the study. Then, the context of the study is provided, followed by the description of the contents of English Language Teaching Methods (ELTM) Courses. After this, the practicum in the Ethiopian primary EFL teacher training is presented followed by the problem statement, along with the significance of the research. Next, the aims and objectives of the research are stated. Following this, the research questions are provided together with a brief review of the methodological assumptions. Then, the research design is explicated followed by the delimitations of the study. Next, the rationale for conducting the study is explained before the

key terms are defined. Finally, the outline of the thesis and conclusions of the chapter are provided.

1.2. Focus of the Study

The study was conducted with graduating pre-service primary ELT teacher trainees who were admitted to the Diploma program at Hawassa College of Teacher Education in Ethiopia. The study specifically focused on the trainees' level of understanding of the course *English Language Teaching Methods* and its application in their teaching practice. Hence researching on the impact of pre-service primary English language teacher training will contribute to the knowledge in the area of teacher education as well as to reframe the pre-service ELT training in Ethiopia in order that it may prepare better English language teachers for the primary schools in the country.

Next, the context of this study is presented below.

1.3. Contextualizing the Study

1.3.1. The Policy Premises of ELT in Ethiopia

Ethiopia, a country in the horn of Africa, is expanding its education sector as part of the United Nations' Millennium Development Goal 2: "*Achieve Universal Primary Education for All*" (UN, 2015:5). To increase both access to and the quality of education, the government of Ethiopia adopted the current Education and Training Policy in 1994. The Policy is aimed at achieving quality, access, relevance, and equity of education in the country. For example, since 1991, Ethiopia's primary school education enrollment has increased from about 30% to 90%. Likewise, secondary and tertiary education has dramatically increased over time. In the meantime, teachers in various disciplines were being trained with a view to expanding education. The 1994 Education and Training Policy was expected to prepare teachers with the professional knowledge, skills and interest appropriate for the teaching profession (MOE, 2012). In addition to the new Education and Training Policy, a teacher education reform program which is called the Teacher Development Program (TDP) was implemented for the achievement of the country's educational goals. Following this, in 2003, another program

called the Teacher Education System Overhaul (TESO) was initiated by the MOE for the attainment of the objectives of teacher education.

Consistent with the above, the MOE has developed a General Education Quality Improvement Program (GEQIP), a tool for the development of the education sector (MOE, 2008). The English Language Improvement Program (ELIP) is the major tool of this program. These programs are considered as the core strategies for improving the quality of education, targeting specifically teachers of English language and providing the pedagogical training and resources needed in the sector. As part of the TDP, the Ministry of Education has developed a continuous professional development program to upgrade teachers' professional knowledge and skills. The English Language Improvement Program (ELIP) is an essential component of the TDP which aim at the improving the English language of teachers at Colleges of Teacher Education (CTEs). Many of the CTEs have rooms dedicated to the ELIP which have resources such as TVs, videos and books. In short, the country is seeking to improve the quality of education at all levels of learning institutions (MOE, 2012).

In teaching of English language in schools, in the first cycle of primary school (grades 1-4), it is taught by teachers who are trained at Teacher Education Colleges specifically for this level. They are trained for three years after completing grade 10. However, these teachers are not specific subject specialists. Their training focuses on streams/clusters such as language, natural science, social science and aesthetics. Their training focuses on the knowledge and methodology of teaching these different subjects. The trainee teachers are expected to teach multiple subjects to one group of students. In the next level of the primary second cycle, the English language is taught by specialist teachers who studied English as a major field. These teachers are normally expected to have completed a college diploma of three years. This situation is different at secondary school level. At that level, English language is taught by teachers who have a university degree (B.A./B.ED.) in English and post-graduate diploma training (PGDT).

To earn a university degree, the trainees need to have a minimum of three years of intensive training on English language content and pedagogy. Training in the content area is meant to compensate for their deficiency in the English language proficiency.

Notwithstanding, teacher education has passed through many challenges for many years. One of the major challenges is related to the implementation of the teacher education curricula. The curricula of 1998 and 2009 are the recent ones that were prepared following the implementation of the 1994 Education and Training Policy. In 2008, the curriculum of a three-year diploma program of primary teacher education was revised and it has been implemented since 2009 at all Colleges of Teacher Education (CTEs) in the country (MOE, 2008).

According to the documents *The Curriculum Framework for Ethiopian Education (KG – Grade 12)* prepared by the MOE in 2010 and *The Curriculum Framework for Primary Pre-Service Teacher Education* in 2013, some of the issues addressed were:

- the correspondence between the pre-service teacher education curriculum and the newly revised primary school curriculum;
- the preparation for teaching in self-contained (a single teacher teaches all courses) classes at the lower primary level;
- a competency-based active learning method;
- the relevance and effectiveness of professional courses and the practicum that develop good teachers according to the policies and practices outlined; and
- the quantity and relevance of the subject matter/ content and pedagogical content knowledge (how to teach the subjects) of the pre-service teacher education curricula (MOE, 2010; MOE, 20013).

Since the curricula are the major documents of the realization of the education policy of a country, in the context of this study, the implementation of the contents and pedagogical prescriptions in the curriculum of primary English teacher education has to be properly monitored and its impact has to be closely examined.

Although better education policies and various education quality improvement packages were introduced in the general education and teacher training program in Ethiopia, the education system of the country has passed through many obstacles. For example, as was mentioned above, the frequently changing education policies with regime changes have contributed to the unstable education and training system of the country. As part of evaluating the current education policy intervention, this study investigated the impact of the training and the characteristic features of the trainees and the trainers on the trainees post-training practice.

In the following sub-section, a description of the pre-service primary ELT qualification in Ethiopia is presented as follows.

1.3.2. A Description of the Pre-Service Primary ELT Qualification in Ethiopia

According to the Ministry of Education of Ethiopia (MOE, 2010), the general objective of the primary ELT teacher education program is to prepare teachers to be equipped with the relevant knowledge of the English language, the ELT teaching methods and a positive attitude towards the profession. The duration of the training program is three years.

Regarding the training system, pre-service primary ELT teacher training is offered in two modalities - a generalist/cluster mode and a specialist/linear mode. The generalist mode is implemented in the training of lower primary school teachers and the trainees are expected to teach multiple courses/contents as mentioned above. The main reason is to cope with the shortage of teachers at lower primary school level and to minimize the costs that the country may have to incur in terms of teachers' salaries and training costs (MOE, 2010). This is believed to enable trainees to acquire interrelated knowledge and skills on various courses/contents they may be expected to teach. For example, the language courses are offered to equip the teachers with the skills of language teaching, including English and other local languages. Unlike the generalist mode, the specialist program prepares subject teachers with major/minor course specialization to teach the specialized courses in second-cycle primary grade levels.

The candidates who are selected to join the primary teacher education program are those who completed the general education (grade 9-10) but failed to join the next level second-cycle secondary education because of their poor results in the Ethiopian General Secondary Education Certificate Examination (EGSECE). These candidates are recruited by the Regional Education Bureaus to join the pre-service Teachers Training Institutes. Among these candidates, the Education Bureaus select trainees using criteria such as a Cumulative Grade Average Point (CGPA) in the Grade 10 national examination, communication skills, and a written examination. Based on their performance in the three evaluation criteria, the bureaus the candidates trainees enter the cluster or linear programs based on their preferences and backgrounds. For example, candidates join the English language program based on their preferences for the English language, and based on their results in the language subjects, including English, in Grades 9 and 10 and in the Grade 10 National Examination. However, most of the candidates prefer to join other training programs than ELT. Therefore, this may lead the candidates to the English language teacher training program with only a minimum interest and proficiency in English which may negatively impact the English teacher training program.

As the interest of this study is on the trainees for the three years English language specialist diploma program, I will describe the details of this program in terms of its curriculum or course organization. The English major teacher trainees take English language courses with 47 credit hours, while those who study English language as a minor program take only 28 credit hours. Unlike the cluster program, the Linear Program (majoring in English) includes a course English Grammar in Use, Materials Preparation and Analysis, Introduction to Language and Linguistics, Fundamentals of Literature and Spoken English courses. These courses are supposed to enhance the trainees' proficiency in the English language and their teaching skills.

At the end of the three years' training, the professional competencies expected from the primary English language teachers are to possess the L1 and L2 acquisition theories of young learners, the methods of teaching language to young learners, young learners' natural predispositions to EFL learning, young learners' strategies of learning the English language,

various methods of assessing young learners, reflective learning skills action research related to EFL learning, various methods of presenting tasks and activities to address the learners' learning styles, age-specific teaching strategies and techniques, and classroom management skills. The targeted English language competences of the trainees include fluency and accuracy in the four English language skills, and knowledge of grammar and vocabulary. The other areas include lesson planning, evaluating the English syllabus and/or student textbooks and independent classroom teaching skills demonstrated by the ELT trainees during the school practicum. They are also expected to know the phonetics and phonology of the English language so that they can be a model for correct pronunciation to support the children's learning of the English language. Generally, the emphasis of the competencies of first cycle primary English language teachers is on both the teachers' proficiency in the English language and on the teaching of English to young learners. This means that the curricula of the primary English teachers training that the ministry is implementing in the Teacher Education Institutes (TEIs) should include courses that equip the trainees with the competencies stated above. However, as is indicated in table 1.1, it is evident that the curriculum has allotted only a few credits for both the content knowledge and the pedagogical content knowledge (MOE, 2009). In the current primary EFL teacher training curriculum, teacher trainees specializing in English spend 18% of the credit hours on the pedagogical content knowledge. Also, 26 % of the credit hours are spent on English, mathematics, general science and the social studies courses. This means the English content courses make up only 6% of the training time.

Nevertheless, the MoE offers professional development training after the completion of the formal training program. The Ministry offers this training in an in-service Continuous Professional Development (CPD) modality to further improve the teachers' English language and pedagogical knowledge. The MoE (2003^d) document further indicates that the teachers at the schools are supported by school-based mentors. The training focuses on areas such as the effective use of continuous assessment, student-centered classroom techniques and classroom management skills. Particularly in respect of primary EFL teachers, it is aimed at improving the standard of teaching and learning of English at primary school levels.

As indicated in this section, the general aim of the primary EFL teacher training program is to prepare teachers equipped with the relevant knowledge of the English language, the ELTM and a positive attitude towards the profession. In relation to the primary EFL teaching qualification, this study assessed the extent to which the newly graduated EFL teachers possess these qualities.

1.3.3. Requirements of the Pre-service Primary EFL Teacher Training Program

i. The Teacher Educator's Profile

The quality of teacher educators is the cornerstone of achieving quality teacher education. As being good models of content knowledge, practice and commitment, teacher educators transmit the essential skills and positive attitudes that are essential for being a good teacher. It is important that they demonstrate their competence of the subject matter, possess the relevant English language knowledge and promote pedagogical content knowledge in their courses. Similarly, specialist teacher educators have the responsibility of connecting the abstract to the practical teaching in order to promote the understanding of their trainees and their practice in the context of teaching.

Another important teacher educator quality is the value and professional commitment they possess and that they mould their trainees on this foundation. Teacher educators should be positive about their profession and care about their students as future teachers. They should also show dedication to teachers' and students' learning. Also, they have to know the teaching and learning environment so that they can supervise and support their trainees.

ii. Student Admission Criteria

As indicated by (MOE 2013:10), candidates for primary pre-service teacher education who apply for both the lower and the upper primary teaching programs are required to fulfil the following minimum selection requirements:

- A minimum of 2.00 points in a 4.00 point scale in the EGSECE (2.00 is a minimum pass grade set by the MOE).
- No F-grade in Mathematics and English subjects.

- A minimum of ‘C’ or above grade in the subject or subjects for which the candidate is competing to join.
- An average of 50% or above in Grades 9 and 10 transcript (grade report)
- An average of 60% or above in Grades 9 and 10 transcript (grade report) in the subject or subjects for which he or she chooses to be trained.

Applicants who fulfil the above minimum requirements sit for entrance examination which consists of a written examination and an interview. The purpose of offering the entrance examination is to further determine the adequacy of the basic academic skills of the candidates. The interview results determine the personal communication and English proficiency qualities of the candidates to be successful teachers. However, among the criteria, there is no defined procedure that measures the attitudinal preparation of the candidate trainees towards teaching profession. The candidates’ attitudinal preparation is very important because the teaching profession has a strong relationship with the teachers’ beliefs (Chan & Elliott, 2004). In addition, the teachers’ beliefs determine their performance in the classroom because the misconceptions can have a negative effect on the outcome of their training (Lin & Lucey, 2010).

iii. Qualification Requirements

At the end of the three years of training, the pre-service primary teacher trainees have to demonstrate the following as requirements for graduation:

- Pass all the courses, with no F-grade.
- A minimum score of a C and above in the subject area methodology and the practicum courses.
- A minimum of 2.00 points and above in the Cumulative Grade points Average (CGPA).
- The development of a portfolio that demonstrates knowledge, skills and interest in teaching.
- Demonstration of the ability to teach effectively.

- Demonstration of ethical behaviour throughout the three-year pre-service program (MOE 2013:11).

The above requirements for qualification seem comprehensive enough to add effective English language teachers into the primary school system. Concerning this, Larsen-Freeman (1989) asserts that teacher trainees need to possess discrete aspects of skills and knowledge, and these improve the effectiveness of the teacher's classroom practice. Particularly the minimum grade requirement for the methodology and practicum courses and the development of a portfolio that indicates the knowledge, skills and attitudinal preparation of the trainee add quality to the training program.

In the context of this study, although the current primary EFL curriculum is hailed for its comprehensiveness and organization, I believe that the curriculum alone is not efficient by itself, and thus, the impact of the curriculum and other trainee and trainer related factors on the trainees' post training practice should be investigated.

Next, the description of English language diploma linear/Specialist program courses is presented below.

1.3.4. English Language Diploma Linear/Specialist Program Courses

Five types of courses are offered in this program. The details are indicated in the following table.

Table 1.1 Course category of a pre-service primary ELT Specialist Program

| Course category | Cr. Hr | Cr. Hr (%) | Courses/Nature of courses |
|----------------------------------|--------|------------|--|
| General Education Courses | 13 | 12% | Child Development and Learning; Curriculum Studies; General Methods of Teaching; Inclusive Education; Arts and Children's Learning; Teaching reading across the curriculum, etc. |
| Subject-specific Pedagogy | 20 | 19% | English Language Teaching Methods (ELTM) I, II & III Courses in this category focus on teaching the specific contents in the primary curriculum. |
| Subject Matter Courses | 28 | 26% | Bridging courses (Mathematics, English, General Science, social studies) Few subject specific courses |
| Practicum | 24 | 22% | Practicum is integrated throughout the program in different forms. |
| Common Courses | 22 | 21% | Foundations of Education; School and Society; Civics & Ethical Education for teachers; Environmental Education; HIV/AIDS Education; and Gender and Life Skills |
| Total | 107 | 100% | |

Source: (MOE, 2009)

As shown in table 1.1 above, the courses covered in the pre-service primary English teacher training (linear) curriculum are categorized into five. These are, namely *General Education*, *Subject Specific Pedagogy*, *Subject-Matter*, *Practicum* and *Common* courses. General Pedagogical/Educational Courses mainly cover areas related to how students learn, how they develop cognitively, emotionally and socially, concepts related to the curriculum, instruction, classroom management, assessment, reflection in action and reflection on action, dealing with diversity in the classroom, and so on. Secondly, Pedagogical Content Knowledge (PCK) courses enrich the understanding and experience of the trainees on how students learn, and conceptualize various facts, concepts and the generalization of a subject. Thirdly, the basic

purpose of the Subject Matter Knowledge component is to make sure that would-be teachers have adequate subject matter knowledge to teach the curriculum content of the grades 1 to 4 subjects. Hence, the major aspect of the subject matter knowledge component is developing the subject content knowledge included in the syllabi or textbooks of grades 7-10 so that the trainees will have better subject matter knowledge than the students the trainees are going to teach. In addition to the above-mentioned courses, the practicum serves the training in providing an opportunity for the trainees to apply the subject method and general education courses' theories and principles while they are teaching in the schools. It also provides the students the opportunities to reflect and learn from the actual school teaching practices. In addition, the seminars and research component is integrated into the practicum. This component will give the students a chance to present and reflect on their portfolio works, school experiences, and research undertakings. It is a process to deepen and enhance their understanding and skills of learning to teach and how to teach. Lastly, the common courses provide the students with broader background knowledge about education and different contemporary social and political issues which will prepare them to be responsible in cultivating the students (citizens) beyond teaching a specific subject in a classroom.

In this study, however, my interest is only in the subject specific pedagogy and the practicum courses. The subject specific pedagogy courses cover areas such as language learning and the learner, theories of second language teaching, principles of teaching language skills, grammar and vocabulary, assessment and lesson planning. These courses account for 19 % of the credit hours of the study, and at the end of these courses, the trainees are expected to have knowledge of ELT pedagogy. The other ELTM related part of the courses is called practicum, which accounts for 22.4% of the study load. The practicum includes school observation, course-based school projects, independent teaching and action research projects. However, this does not mean that the trainees spend all their time on their specializing subjects. Most of the practicum time is used for general school observation. They only do 3-5 weeks of independent teaching along with the action research project. At the end of the independent teaching practicum, the teacher trainees are expected to write a report as part of the course evaluation.

In general, the idea of action research, practicum and portfolio work is very important because these can develop the trainees' problem-solving and reflection skills. Allwright and Lenzuen (1997) agree that practicing teachers in EFL/ESL need to be supported with conducting research in their daily classroom life. This gives them the experience in solving problems according to their own way of understanding. Allwright and Lenzuen (1997) add that it is not the finding that is the target of the research, but it is the experience they get through it. Regarding the portfolio work, collecting samples of finished written reports of selected activities is important in the teacher training process (Tillema & Smith, 2007). Chakrakodi (2012) strongly recommends the inclusion of a portfolio in teacher training, and emphasizes the issues of relevance and adequacy of content, the organization of ideas, and the accuracy of language and improvement across the training to be applied in the rating of the portfolios.

1.3.5. Methods of Assessment of ELTM Courses

The major assessment method in primary teacher education is continuous assessment. A range of assessment tools are employed according to the nature and contents of each course. Tests, assignments, portfolios, practical demonstrations, presentations, micro-teaching, peer teaching, the writing of term papers, written examinations, and project work are among the methods employed. In all cases, continuous assessment provides diagnostic information to be used by the college lecturers to give support to the students. In short, students at colleges have to demonstrate that they can teach effectively by using a range of methods for students with different learning styles, emphasize active learning and integrate the key competencies across the curriculum.

As was mentioned above, the courses of the pre-service teacher education program fall into three major categories, namely subject area and professional courses, subject area methodology courses, and practicum courses. Various assessment methods specific to each course category are employed, as outlined below.

a. *Assessment of the Subject Matter and Professional Courses*

The assessment of the subject matter and professional courses includes written tests, assignments, presentations, term papers and portfolios. This type of assessment assures that

the students not only grasp the knowledge in the subject or professional area, but also that they can apply the theory in practice. In all cases, continuous assessment provides diagnostic information to the teacher educators to further support the trainees. In terms of the total evaluation load, the maximum share of written tests and examinations is 50%. The remaining 50% of the evaluation is made up from classroom presentations, term papers, assignments and classroom participation.

The planned evaluation scheme for subject matter and professional courses consists of a balance of traditional and continuous assessment. Though both evaluation schemes have their own benefits, Chakrakodi (2012) criticizes the traditional evaluation method for its failure to stimulate the students' creativity. He suggests the continuous assessment method because it is a more practical and realistic method than the traditional written tests. He also criticizes the traditional evaluation method for the less effect it can have on the trainees' knowledge of content and methods of teaching. Therefore, the weight of the traditional examination should be minimized in this course assessment scheme.

The following section presents the assessment procedure of the ELT methodology courses.

b. Assessment of the ELT Methodology Courses

The assessment method of the ELT methodology courses includes all the assessment procedures employed in the subject matter and professional courses mentioned above. In addition to these, action research reports, peer-teaching and micro-teaching sessions are assessed. Effective assessment in this area could help the trainees to become effective teachers and emphasize the use of a range of methods at different primary school grade levels. In these courses, the total weight to be assigned for paper and pencil tests or examinations should not exceed 40%. The emphasis of the subject area methodology courses and their assessment is to make the trainees know the primary school curriculum material and to demonstrate that the pre-service student teacher can teach successfully using a variety of teaching/learning approaches, according to ELTM course material.

The implementation of continuous assessment described above is pedagogically beneficial, especially for the learners. Chakrakodi (2012) states that monitoring the learners' activity through continuous assessment, not by means of formal tests given only after the instruction, gives reliable information about the learners' progress. Continuous assessment also provides information that helps the teacher to modify teaching and learning activities (Black & William, 1998). The assignment of 60% of the course evaluation for continuous assessment can be taken as positive for these courses.

The following section shows how the assessment of the practicum course is managed.

c. Assessment of the Practicum Course

The assessment of the practicum course has several components. The focus of the assessment is on the student teachers' classroom application of the abovementioned two course categories (subject area and professional and methodological courses). An assessment is made based on the observation of the trainees' performance in the classroom, behaviour, participation in curricular and extra-curricular activities and ethical conduct within the school environment, and portfolios that show the developmental patterns of the candidates over the training period. The practicum is integrated with action research on school-community-related problems in learning. At the end of the practicum, an action research report focusing on a subject-specific learning/teaching problem is submitted for assessment.

In summary, the assessment plan of the above professional, subject methodology, and practicum courses is comprehensive in that it involves various methods of assessment. This makes the training more meaningful. In addition, it enables the ELT primary teacher trainees to demonstrate that they can teach the English language effectively using a range of assessment methods that test their students with different learning styles. The question is that what impact these reforms have on the primary English language teachers' practice in Ethiopia.

The following section analyzes the contents of the ELTM courses that are the focus of this study.

1.3.6. The Contents of the English Language Teaching Methods (ELTM) Courses

These courses are generally designed to provide the trainees with the key concepts and issues in teaching the English language in general, and teaching at primary school level in particular. The ELTM course is offered in a series of three modules: ELTM I, II and III. In general, this course focuses on methods of teaching a second language, student factors, the teaching of speaking, listening, reading, writing, vocabulary and grammar, integrating skills and assessment. Moreover, the course discusses the student teachers' conceptions and misconceptions on how the aforementioned skills are learned and taught at primary schools. The course also stresses the techniques and procedures of teaching English language competencies stated in the primary school (Grades 1-4) English syllabi. Furthermore, issues such as classroom management, teaching aids, assessment techniques and lesson preparation are addressed.

The essence of analyzing the contents of these courses is to create the thematic areas to be focused on during the data-collection phase. Thus, the data-collection and the findings of this study focused on these themes (the contents of the course) to ascertain how much the training impacted the trainees' ELT classroom practice.

The following section presents how the ELTM course is organized in the three modules.

i. ELT Methods (I)

This course provides the basic concepts and theories regarding English language teaching in the primary grades (Grades 1-4). It mainly introduces key teaching approaches in ELT. It makes an essential comparison between and contrasts the traditional and Communicative Language Teaching (CLT) approaches of language teaching. It highlights important factors such as individual differences, learning styles, and motivational factors in learning and teaching the English language.

The course also emphasizes on the teaching of listening and speaking skills and vocabulary in primary schools as well as in developing the trainees' English proficiency in these areas. It

attempts to explore the trainees' conceptions and misconceptions on how the aforementioned skills are learned and taught in primary schools. The course also stresses the teaching techniques and procedures of teaching these skills during the primary school English lessons. Moreover, issues on using teaching aids, assessment techniques, lesson preparation, micro-teaching, and reflection are discussed to provide the trainees with the actual practice of teaching the language contents of the Grades 1-4 syllabi.

The module is designed according to a student-centered learning approach. The training in this module is expected to be largely interactive where the trainees take the lion's share in several forms of activities such as peer teaching, demonstration, portfolio development, reflections, peer evaluations, presentations, debates, pair and group-work. Teacher-talk has to be minimized or discouraged. The estimated time required for completing each unit is indicated at the beginning of each unit. Thus, the teachers are advised to allocate sufficient time to each task in every unit, depending on the amount of time allocated for each unit.

The above issues are linked to the current study in that the contents of the ELTM course were used as a framework in collecting information for the study. To ascertain the teacher trainees' understanding of the training in these areas, they were asked to explain some concepts related to the content of the module. In addition, the lessons delivered by the trainees during the independent teaching practicum were observed to see the impact of the training in the above-mentioned areas.

The next section presents the analysis of the second module of the ELTM course.

ii. ELT Methods (II)

The course English Language Teaching Methods II, which focuses on reading, writing and grammar, is a continuation of English Language Teaching Methods I. Therefore, assuming that the ELT student teachers have acquired the basics of teaching listening, speaking and vocabulary during the course, this course focuses on the teaching of reading, writing and grammar at the primary level, particularly Grades 1-4. It also aims at developing the trainees' English language skills in these areas.

The course identifies and remedies the conceptions and misconceptions with regard to the teaching and learning of the aforementioned skills and other language aspects included in the primary level. It also emphasizes on the various strategies, techniques and procedures of teaching reading, writing and grammar in Grades 1-4 English lessons. Moreover, designing teaching-learning activities, using suitable teaching aids, managing classes, assessing students' performance, microteaching practice and portfolio development are issues that the course addresses to further build up the trainees' professional skills.

The overall aim of this module is to equip the students with the knowledge and skills that are essential to teach the English language in the primary grades. By working on the module activities and applying them directly in the lesson preparation, peer teaching practices, portfolio development and demonstrations, the trainees will acquire a wide range of appropriate and practical methods that are valuable in their future teaching career.

Regarding the organization of the content of the training, the ELTM (II) module consists of three units. The contents in each unit are selected and structured, based on the primary education curriculum, course syllabi of the ELTM course and current Grades 1-4 English textbooks. The module is intended to be covered within a single term, and it is assumed that each unit will take 16 classroom hours and 16 self-study hours. It employs a CLT approach. Hence, it helps the trainees not only to develop the skills to teach reading, writing and grammar, but also to practice the skills of observing, analyzing and evaluating the activities incorporated in the primary grades English textbooks.

The course assessment scheme involves both continuous assessment and a final examination. The continuous assessment and final written examination count 60% and 40% of the total assessment, respectively.

As was indicated in the analysis of module (I) of this course, this module's contents were also used in the framework of the data-collection for this study. In addition, the assignment of a bigger proportion (60%) of trainee evaluation on continuous assessment and the use of various methods of assessment are pedagogically beneficial for the learners.

The last module of this course is analysed in what follows.

iii. ELT Methods (III)

The module English Language Teaching Methods III focuses on integrating and assessing the English language skills. It embraces the theoretical and practical application of teaching methods, including components of effective teaching, managing the classroom, preparing a lesson plan, and using teaching aids and language assessment methods.

Upon the successful completion of this module, the trainees are expected to recognize the importance of learning EFL, to explain different approaches of integration in teaching language skills, to prepare and implement good lesson plans, to organize and manage classes in various forms, and to use related teaching aids.

English Language Teaching Methods III consists of five units. The units are interrelated and present various aspects of language teaching. Each unit is organized into 4-7 sections, including a self-study section. It is intended to be covered in a semester, and each unit probably takes 5-7 classroom hours and 4-8 self-study hours.

Regarding the course training and assessment methods, the course recommends the use of a variety of methods and activities based on their appropriateness for the lesson content and context. The methods include individual, pair or group-work, class discussions, micro-teaching (mandatory), presentation and portfolio-work. The course assessment scheme involves both continuous assessment and a final examination. The continuous assessment and final (written) examination account for 70% and 30% of the total assessment, respectively.

In the context of this study, the primary EFL teacher trainees' understanding of the contents of this module was assessed in two ways. They were asked to explain major concepts such as integration in teaching skills, the preparation of good lesson plans, classroom organization, and the preparation of related teaching aids. They were also observed on how they implemented these concepts during their independent teaching practicum. Based on their responses and observed behaviours, discussions were made.

1.3.7. The Practicum in the Ethiopian Primary School EFL Teachers' Training

School-based practicum is a part of the pre-service teacher education program which is highly influential in the initial teacher education (Hascher, Cocard & Moser, 2004) because it makes learning meaningful and sustaining. Tang (2004) also suggests that field practice is an essential means of widening the practitioners' understanding of the goals, needs and means of learning in particular. In general, practicum serves as a ground where pre-service teachers maximize the opportunity to bridge theory with practice (Tarman, 2012). However, the inclusion of field practice in the curriculum does not guarantee the change expected from it because including it for the sake of requirement does not automatically bring about the change expected in the teacher trainee. The trainees should be supported with internalizing the theoretical knowledge, skills and attitudinal changes and applying them in the independent teaching practice.

The purpose of this study was, thus, to explore the extent to which the theoretical knowledge, namely the language teaching skills the candidates received during the training in ELT methods impacted the student teachers' post-training practice.

Practical teaching is very important in the teacher preparation program. Researchers, for example, Merc (2015) investigated the value of the teaching practicum course at Anadolu University in the English language teacher training program in Turkey, and claimed that it had significantly improved pre-service teachers' practical teaching competence and readiness for teaching. In Ethiopian pre-service teacher education programs, practicum is an obligatory part of the curricula. The pre-service primary ELT trainee teachers attend a practicum (4 rounds on various school issues) for four semesters. This is an essential part of the primary EFL teacher training program.

In the context of this study, independent teaching practicum was used to assess the trainee teachers' overall teaching practices in post-training stage. The practicum is offered in four phases and each phase has its own focus areas and the phases of the entire practicum course are explained below.

1.3.8. The School Observation Phases (Practicum I -III)

During Practicum I, the student teachers observe the school and its surroundings in general. In phase II, the practitioners are engaged in observing lesson delivery and share experiences with the host school teachers. In phase III, they observe one school teacher and come up with an overall assessment of the teacher's classroom practices and submit a written report to their supervisors.

During the three phases of practicum the student teachers visit the primary schools and make notes of what is happening in the observed school in terms of the checklist prepared for this purpose. Each week, the pre-service teachers take turns in teaching classes. After observing the mentor teacher's classes, they fill in the observation assessment forms. During the practicum, at all levels, the trainees receive support from both their supervisors of their colleges and from the mentor teacher. This helps the trainees in two ways. Firstly, based on the theory they learned during their training, they evaluate what the mentor teachers do in the classroom. They sort out the strengths and weaknesses of the observed lessons and discuss them with the observed teacher. Secondly, the practitioners develop their confidence through the feedback and experience they receive from the senior school teachers. At the end of the observation in the practicum phase, the student teachers are expected to write and submit a detailed report of the whole observation phase.

During the first three phases, the trainees keep a diary and write a report on their observations. Practicum II and III are purely pedagogy-focused observations, focusing on the five areas: i) lesson planning and preparation, ii) the methods and techniques of teaching, iii) testing, iv) the techniques of classroom management, and v) reflection on the observation.

The school observation has several advantages (Quick & Sieborger, 2005). It gives the trainees the opportunity to learn by observing, experimenting, reflecting, learning from their mentors and sharing their experiences with the school teachers. The trainees will then have a better understanding of the knowledge and skills of EFL teaching. Therefore, this stage will prepare the trainees for the lesson preparation, implementation and assessment for the independent teaching practicum.

1.3.9. The Independent Practicum (Practicum IV)

During the fourth phase of the practicum, which lasts for three to five weeks, the student teachers take over the teaching activities from the school teachers and also conduct action research. They deliver the lessons based on the course syllabus and the annual planning of the school. They also prepare and administer the tests in the course they taught. In general, in both the observation and the teaching phases of the practicum, the students are introduced to the school environment, the actual classroom teaching, and co-curricular activities.

Actually before teaching, the student-teachers are expected to prepare their lessons because planning helps the trainee to have well-organized lessons (Jensen, 2001). A good lesson plan has elements such as realistic objectives, structured content, the techniques of delivery and assessment, and teaching aids. The learning objectives state what skills, knowledge and attitudes the teacher expects the students to learn. They are crucial planning tools. Without the objectives that are derived from the content, the teacher cannot define the purpose of the activities and assess the learners' progress. The content should also be organized logically. This will provide the clear instructional procedure to be followed by the teacher.

Another important skill expected from trainee teachers is the ability to implement what has been planned. Although this teaching skill may be an inborn skill to some individuals, it should be improved through practice. The meaningful delivery of a lesson includes a clear introduction, and a well-structured and organized presentation that motivates the students to achieve the objectives. Moreover, effective teaching is expected to be student-centred (Lee & Van Patten, 2003). Student-centred teaching will enable the students to share information on various ideas, to solve problems, and to develop confidence, skills and competence. Therefore, the trainees have to be supported during the practicum to make their lessons interesting by using a variety of instructional techniques, such as demonstration and discussion.

In addition to the above-mentioned roles, independent teaching practicum necessitates the use of teaching aids to facilitate learning in the classroom. Teaching aids include materials such as real objects, charts, models, radio, television, information and communication technology

(ICT) resources, etc. These teaching aids deepen, enrich and broaden the learning and provide first-hand experience. The effective use of teaching aids helps the learners to improve their knowledge and skills. In addition, teaching aids arouse the interest of the learners (Naimova, 2008). It is, therefore, important to make use of the most appropriate teaching aids for the maximum benefit of the learners.

The final part of the independent teaching practicum is reflection on the teaching. This is done in two phases: on the spot between the supervisor and the trainee, and at a whole classroom level in the training classroom. In addition to this, reflective practice in teacher education creates the chances for creativity, authenticity and openness to innovations and autonomy (Mullen, 2012). On the whole, meaningful teacher training requires from the trainee teachers to demonstrate a reflective and inquiry-oriented attitude for the development of their teaching, and promoting it in the school community.

In relation to this study, the implementation of the practicum program was assessed based on the themes (guidelines taken from the ELTM syllabus) because it is relevant to the success of the EFL teacher training. I have analysed the trainee teachers' lesson plans and the implementation of the plans to ascertain the impact of the training. The assessment of the trainees' lesson delivery was judged based on the methodological training content included in the ELTM course.

1.4. Statement of the Problem

In Ethiopia the quality of education is severely affected by factors related to the teacher training system. Particularly, the quality is attached to the academic characteristic features of the trainees and the trainers on the trainees' post-training practice.

The quality of teacher trainers is the a cornerstone of achieving quality teacher education. The trainers should be good models in content knowledge and professional commitment, and transmit the essential skills and positive attitudes that are essential for a good teacher. It is important that they demonstrate their competence of the subject matter, possess the relevant English language knowledge and promote pedagogical content knowledge in their courses.

One of the major challenges related to the academic characteristic features of teacher trainers is that the "intellectual horizons of many teacher educators seem out of date, narrowly cast, and parochially constrained, for reasons of history and resources" (Lewin, 2004:19). In the Ethiopian situation, according to the MOE report (MOE, 2010), teacher trainers in the TEIs including English language teachers, experience several problems that affect the quality of teaching and learning. According to the World Bank (2013), some of the problems in EFL teacher trainers in Ethiopia in general are related to the teacher trainers' insufficient implementation of active learning methods in the training, insufficient professional commitment and work ethics and lack of interest on the part of the trainers in following up and assisting the trainees.

The other problem of the pre-service primary EFL teacher training system is linked to the trainee admission criteria. The candidates need to have good academic and psychological preparation at the admission point of the training. For example, Chan and Elliott (2004) claim that there exists a strong relationship between the teachers' beliefs and their success or failure. Thus, the candidates' attitudinal preparation is very important because the teaching profession has a strong relationship with the teachers' beliefs (Chan & Elliott, 2004). In addition, the teachers' beliefs determine their performance in the classroom because the misconceptions can have a negative effect on the outcome of their training (Lin & Lucey, 2010). This means the teachers' beliefs determine their performance in the classroom. In pre-service training, too, the teachers' motivation has a significant influence in the success of the trainees. They need to have the passion and personality that help them to cope with the demands of the teaching profession (Kilfoil & Walt, 2009). However, in the context of this study, there is no defined procedure that measures the attitudinal preparation of the candidate trainees towards teaching profession.

Therefore, in the presence of these identified problems, this study investigated the impact of pre-service primary English language teacher training, the academic characteristic features of the trainees and the trainers on the trainees' post-training practice.

1.5. Significance of the Research

The current study dealt with the pre-service primary English language teacher training system, the academic characteristic features of the trainees and the trainers on the trainees' post-training practice in Ethiopian context.

The study is significant particularly for the improvement of the pre-service primary ELT teacher-training program in Ethiopia. It will provide feedback to the MOE on the status of the quality of the primary EFL teacher training program in general and the current graduates' level of preparation in particular. The impact of the teacher training that is demonstrated in the primary EFL teachers' knowledge and implementation of the subject matter and pedagogy contributes significantly to the achievement of the country's goal of the general education quality improvement program (MOE, 2008). Also areas that need improvement as suggested in the recommendation will make the training system more effective in preparing competent primary ELT teachers. In other words, investing in teachers contributes to the achievement of the students. Thus, improving the primary EFL teachers' professional capacity brings changes in the Ethiopian primary school students' English language proficiency which is already considered as low (MOE and USAID (2008).

In addition, the study is of significance because this is the first time such a study has been conducted in the Ethiopian context. Therefore, the findings will help to improve the pre-service primary English language teacher training in Ethiopia and contexts similar to that of Ethiopia.

1.6. Aim and Objectives of the Study

In this section I explicate the aim and objectives of the study.

1.6.1. Aim of the Study

This study investigated the impact of pre-service primary English language teacher training, the academic characteristic features of the trainees and the trainers on the trainees' post-training practice.

1.6.2. Specific Objectives of the Study

The specific objectives of the study were to:

- evaluate the impact of the training in the English language teaching methods on the teachers' post-training classroom practice;
- investigate the extent to which the pre-service primary ELT trainees understand the ELT methods;
- improve the ELTM training course of the Ethiopian pre-service primary English language teacher training program.

1.7. The Research Questions

The aim of the study was to answer the following main questions:

- What is the pre-service primary English language trainee teachers' understanding of the ELT methods?
- What is the impact of the training in the English language teaching methods on the pre-service primary English language trainee teachers' post-training classroom practice?
- How can the training in the English language teaching methods' courses be improved?

1.8. Methodological Assumptions of the Study

In this section the research paradigm, design, and the method and procedure of conducting the research are discussed.

1.8.1. The Research Paradigm

A research paradigm is a comprehensive principle that guides particular research, such as the practices/approaches and methods implemented in the research (Willis, 2007). The research is governed by these principles and the researchers' understanding of these principles help them in respect of the 'what' and 'how' of the work to be done. The principles are derived from the

theories that are closely associated with the problem to be investigated, and it presents the inquiry with unique and powerful insight (Taylor, 2013). Some of the major theories include positivism, constructivism, post-modern and critical theories. The selected theory/theories among these serve/s as a foundation of the research and define/s its route. The theoretical assumption/s of the research is called the *research paradigm*. The research paradigm is explained in terms of three aspects. These are, ontology (what reality is), epistemology (how the reality/ knowledge is learned), and methodology (approaches preferred to learn the reality).

1.8.2. Ontology

Ontology refers to how reality is viewed (Mertens, 1998). This research views reality as constructed. This means knowledge is what people made together. The constructionists believe that knowledge is acquired through the learners' interaction among themselves (Robson, 2002). The reality is constructed socially by people who have different life experiences. This implies that the reality is not permanent but changes over time, as opposed to the positivists' outlook. Because of the multiple realities, it is important to collect, organize, interpret and construct the views of people in some manner or other. Specifically in respect of this research setting, the ontology of constructivism can be applied in English language teacher education through reflective practice (Hinkel, 2011).

1.8.3. Epistemology

The term *epistemology* refers to the nature of the knowledge and the relationship between the learner and the knowledge (Mertens, 1998). This study views reality as socially constructed; so it needs the researcher's interaction with people who are sources of the reality. In addition, it is the researcher's responsibility to search for and understand the realities, not only what they are, but also how they are interrelated to each other in the research participants' context. This means the researcher and the participants are dependent on and influence each other. Therefore, I interacted with the pre-service primary EFL trainee teachers and their trainers by means of interviews and observation in order to collect the information needed for the study.

1.8.4. The research Methods

The constructivists assume that people involved in a certain discipline have their own patterns of experience. They guide their interaction with the work environment and make sense of it. The participants' shared social interactions come to be the unique pattern of them (Hinkel, 2011). Due to this assumption, this research paradigm makes use of qualitative inquiry to track the participants' ELT understanding and practices. Also, using a qualitative method assists in attaining greater breadth and depth of the problem of the study. Due to this assumption, the research follows the qualitative approach, as this approach focuses on the contextual information and close interaction and experience of the participants, and finally, gives judgment based on the collected data. Thus, the major data collection tools of the study are observation checklists, interview schedules and document analyses (Mertens, 1998; Robson, 2002).

1.9. The Research Design

According to Nunan (1991) and Jensen and Jankowuski (2002), a *research design* is the selection and organization of conditions for data gathering and analysis which are both relevant to the purpose of the research and its management. In short, it constitutes a road map for the collection, organization, analysis and interpretation of the data.

1.9.1. Sample of the Population

This study was conducted in the South Nations, Nationalities and Peoples Region (SNNPR) of Ethiopia. It was conducted at the Hawassa College of Teacher Education, situated in the capital city of the region.

1.9.2. Population Sampling Techniques

A non-probability/purposive sampling method was used to select the research participants. This sampling was preferred because detailed information is needed from samples that are believed to have rich information on the area of interest (Bogdan & Biklen, 1992; Johnson & Christensen, 2004). The samples were six English language teacher educators and six final year English language trainee teachers.

1.9.3. Data Collection Tools

This research employed an interview schedule, observation checklist and documents to collect the data. An observation checklist was used to collect the data from the pre-service primary English language trainee teachers' classroom teaching practice. A checklist was developed as a guideline for the observations. I have designed the guideline based on the standards and principles of the English Language Teaching Methods (ELTM) as presented in the training course material. First, by means of the checklist, classroom observations were conducted twice for each participant trainee teacher. Each observation lasted for 40 minutes. In addition, lesson plans prepared by the trainees were collected. Then, all the sampled trainee teachers were interviewed. A semi-structured interview schedule was used because it is advantageous to structure the interaction with the interviewee in a way that is more flexible (Leedy & Ormrod, 2005a). An interview schedule can also improve the chances that the information elicited is accurate and complete (Gradman & Hamania, 1991). The contents of interviews were relevant to evaluate the trainees' understanding of the ELT methods and their practice during their teaching in the school practicum.

1.9.4. Methods of Data Analysis

The data gathered for this study through qualitative means such as interviews, lesson observations and documents were analysed in statements and organized thematically. The data from the interviews (recorded) were transcribed and analysis was made then (Cresswell, 2003). First, the responses were stated textually and then analysed thematically. The data collected with the use of each tool were analysed separately. Later, the data collected from all the tools were grouped, based on the major themes/research questions. Then the findings were discussed thematically. Finally, conclusions were made.

1.9.5. The Researcher's Role

During the collection of the data, I approached the research field with an open mind. Although I was aware of the challenges the trainee teachers faced after their training, I made a point of not being influenced by any preconceived ideas I may have had. I, therefore, looked forward to observing the lessons, analysing the texts and conducting the interviews. The research

process entailed my moving to and fro the data, finally allowing the findings to lead me to the conclusions and recommendations over a period of nearly three and half a year.

1.10. Delimitation of the Study

This study was not intended to ascertain the overall impact of the pre-service ELT primary teacher training program on the trainees' post-training practice. It was delimited to the impact of the English Language Teaching Methods (ELTM) course on the pre-service primary ELT trainee teachers' classroom teaching practice.

In addition, the study is limited to the pre-service primary English teacher trainees' understanding of the concepts of ELTM, their implementation in the classroom teaching practice and the training situation.

In terms of the population, the study was limited to trainee teachers graduating from Hawassa College of Teacher Education and the sample was taken from the 2016 graduating cohort of the English Language Linear Diploma Program. In this sense, caution should be exercised when generalizing the findings beyond the research context.

1.11. Rationale for the Study

English, as the language of the world, has become crucial in communication, business, education, research, and the like, more than before (Crystal, 1997). Because of this dominance, English has become the language of the international community, and in discourse (Briguglio, 2005). Therefore, in order to cope with global issues, English is the language of preference in most developing countries. The importance of English is high for non- native English speakers: mother tongue speakers of other languages, especially in EFL contexts, like that of Ethiopia. These speakers need to learn English, either formally at school or during social interaction in order to reach the required level of English language competence. In this regard it is critically important to support the teaching of EFL at Ethiopian schools.

In Ethiopia, English is the language of instruction from upper primary to tertiary levels. The use of English as the language of instruction in Ethiopian schools dates back to the 1994 education and training policy of the country, which clearly specified the language of instruction at primary, secondary and tertiary levels. At the primary school level (Grades 1-8), the language of instruction recommended by the policy is the mother tongue of the nation/nationality or the people of a particular region of the country. However, starting from Grade 5, the medium of instruction is English throughout the country.

Given the importance of English as the medium of instruction, it is necessary to investigate issues related to its teaching and learning. The status of English language teacher education has a direct impact on the quality of the language used in the schools as well as in business. Part of the motivation for investigating pre-service English language teacher education and the teachers' post-training practices emanates from here.

The teaching of English requires specialist training. Ramsey (2000) defines *specialist teachers* as those persons who have undertaken relevant further studies and gained knowledge through specifically designed courses. He adds that it is a question of knowing the principles of effective teaching and how to apply them. These specialist language teachers should not only acquire the knowledge of their specialist field, but also demonstrate it with practice, and convert the learned theory into teaching activities. At a more advanced level, they should test the principles with the classroom teaching and come up with their own principles (Lund & Pedersen, 2001).

However, teachers in Ethiopian primary schools have been notably poor in terms of their knowledge of English and their skills in using it. I have previously taken part in a study conducted in coordination with Hawassa University, where I have been teaching English for the past six years. In the lessons I observed, I noticed that primary school teachers of English experienced problems in respect of both the use of the language and the methods of their teaching. This motivated me to investigate the effectiveness of the ELT education program. Similarly, according to Hwang (1996) and Leu (1997) in Liaw (2012), some studies were conducted on teacher training on various issues such as the program design, the attitudes of

the trainees, the implementation of the training curriculum, and the suggested teaching techniques. The results of these studies showed that the teacher education system failed to prepare specialist teachers who are fit for the school level they are trained for and a revision of the teacher education system was called for. The studies suggested that the current teacher training programs may be deficient in some areas, and thus, during and after the training period, the assessment of the prospective teachers is highly important. They emphasized that the relationship between the course work and changes due to the training deserve greater attention.

Of particular importance for this study was, then, to investigate the impact of pre-service primary English language teacher training on the post-training classroom practice in Ethiopia, and to suggest how the existing English language teacher training of the Diploma Program can be improved. Also, an improved ELT teacher education framework is developed as an input for the TEIs and language and education policy makers in Ethiopia. The framework can be used by the teacher educators and the teacher education institutions for self-assessment and as a guiding document for external assessors or accrediting agencies. Also the results of this study could serve as a springboard for further assessment of both the educators and their classroom teaching practice.

1.12. Definition of the Key Terms

Assessment: A process of gaining information about the students' performance measured against the assessment standards of the learning outcomes (Borich & Tombari, 2004).

ELT: it stands for a field of teaching English language usually referred to its teaching to the speakers of other languages (Bussmann, 1998).

EFL: An abbreviation used for 'English as a Foreign Language'. A foreign language is any language that is not officially recognized in a given country or state (Bussmann, 1998).

Impact: In this study, the term 'impact' is used in the qualitative sense to characterise the extent to which the intervention achieved what it was set out to be achieved (Bufardi & Hean, 2016).

Lesson: It is a ‘time’ where learning is intended to occur.

Lesson plan: It is a detailed description of the course of instruction for an individual lesson.

Teacher Training: It refers to the professional preparation of teachers, usually through formal course work and practice teaching (John, 2006).

Practice: Practice, in this study, refers to the process that the trainee teachers engage in while the actual teaching takes place.

Pre-service Trainee Teacher: A Person Who Is Doing Course Work And Practice Under supervision of a certified staff member or teacher (Johnson & Johnson, 1998).

Primary School: A school structure in the Ethiopian formal education system from Grade 1 to Grade 8. The primary school has two sub-structures, called lower primary (Grade 1-4) and upper primary (Grade 5-8) (MOE, 2013).

Teaching Method: A teaching method is a broad plan of action, the choice of strategies and systematically integrating the teaching and learning activities in order to achieve specific outcomes (Richards & Rodgers, 2001).

Teaching Practice (Practicum): An exercise designed to expose the student-teachers to the practical aspects of the teaching profession to enable them to put into practice the theoretical knowledge acquired during classroom interactions with their lecturers.

1.13. Organization of the Thesis

This thesis consists of eight chapters, as follows:

Chapter 1: In the first part of the chapter I present the context of the study. The background indicates the existing situation of Ethiopian primary ELT education. The aims, the organization and resources of the ELT, and its implementation are also highlighted. Thereafter the rationale for the study is presented, and issues in the context of the study are discussed, the problem statement is presented along with the research questions. Then the

aims and specific objectives of the study are presented. Following this, the scope of the study is explained.

Chapter 2: This chapter provides the trends of education in Ethiopia and the ELT education with regard to policy and curriculum interventions. In addition, theories on the English language and models are discussed. Based on the theories and models, effective qualities of English language teachers are suggested. Empirical studies on English language teacher education are reviewed as well. The English language teacher education in an Ethiopian context, opportunities and its challenges are discussed and the major gaps in the ELT teacher education are revealed. Also, the principles and methods of teaching and learning English are discussed. The literature sources reviewed include publications like books, course modules, journals, and international and local research/dissertations on ELT.

Chapter 3: This chapter presents the theoretical framework of the study. Here, the major components of EFL teacher education and the factors influencing the teacher education program in general are discussed.

Chapter 4: In this chapter I discuss the research design and methods used in the study. The major research paradigms in general and the particular design used in this research are explained. The study followed a constructivism paradigm. It was an exploratory design. The research paradigm used the qualitative method to track the participants' perceptions and practices. Also the method focused on the context and experience of the participants, and finally, judgments were given based on the data. Details of the sampling techniques, research tools and data collection procedures were explained. Issues of maintaining reliability and validity are also discussed.

Chapter 5: The data collected through observation and document analysis are presented, analysed and interpreted. Qualitative data from the observations and document analyses are presented in statements.

Chapter 6: The data collected from the interviews are presented in this chapter. The data are presented in tables with explanations of the contents of the responses.

Chapter 7: This chapter presents a discussion of the data presented in chapters 5 and 6 with the existing literature. The discussion is done on the identified themes of the data from the three data collection tools.

Chapter 8: This chapter presents the conclusions and recommendations of the study. The findings are related to ELT primary teachers' level of understanding of the theories and principles of ELT, the impact of the ELTM course on the trainees' classroom practice, and how the ELTM can be improved. Finally, recommendations are given.

1.14. Conclusion

This chapter began with the general background to the study. I briefly discussed the policy and strategies that the Ethiopian government implemented to bring about changes in both the general education and teacher training. The adoption of TDP and GEQUIP packages by the Ethiopian Government can be considered as positive development intended to improve the quality of education in the country. However, much work still needs to be done to achieve the goals set by the MOE (MOE, 2009). Some of the major challenges are related to the implementation of the teacher education curricula and less alignment between the pre-service teacher education curriculum and the newly revised primary school curriculum. Therefore, the program should be supported with capacity-building interventions and the application of ICT in the EFL teacher training process. The primary school English syllabi of the country and the contents of the ELT training curricula likewise have to be properly reviewed to bring about changes in the teaching and learning of the English language in the primary schools in particular.

The next chapter presents a review of the literature related to the study.

CHAPTER TWO

2. REVIEW OF THE LITERATURE

2.1. Introduction

In chapter one, I discussed in detail the focus, the context, the problem, the aims and the methodology of the study. The main purpose of the chapter was to provide an account of the ‘what’, the ‘why’ and the ‘how’ of the study. In this chapter, I present a review of literature related to the local and international contexts, and the research findings in the area of teaching and learning of the English language. First, I discuss in detail the general education in Ethiopia followed by a brief account of the New Education Policy and reforms in Ethiopia. Then teacher education in Ethiopia is presented. Following this, three models of English language teacher education are discussed, which are followed by the details of the classroom dynamics of teaching English. After this, sections on the principles of Communicative Language Teaching, the nature of the activities in an EFL classroom and the practice of teaching language in an EFL classroom are presented. Then, the question is answered, namely why EFL teachers should use teaching aids in classroom, followed by lesson planning in teaching English. Finally, the aims and methods of the literature review and conclusion and major gaps identified in the literature review are presented.

2.2. Education in Ethiopia

Ethiopia has gone through various changes in its education system the past century. Since the 1940s the country has passed through three political systems and governments, and each government propagated a unique policy of education. The first was the imperial system of Haile Selassie I that came to end in 1974; after the fall of the imperial system by revolution, the military socialist ‘Dergue’ system came to power, and introduced a new education policy that had its roots on the Marxist socialist ideology. This policy lasted until 1991. Then in 1991 the military system, led by Mengistu Haile Mariam, was overthrown by rebellion, and the education policy was replaced by the current one. The current education policy was implemented 1994. In other words, the three systems can further be categorized as the traditional education, modern education, and the current system of education.

Although Ethiopia has long history of education, the current quality of education does not bear witness to the long battle of the country's endeavour towards it. The poor quality of education can be attributed to the impact of the country's sustained attempt of European colonizers and internal conflict for many years (Pankrust, 1976). In addition to these factors, the internal conflicts and the frequent changes in the education policies, based on the ideologies of the changing regimes, together with the influence of foreign policies have affected the education system of the country. The changes have seriously affected again the education system. However, the reforms in the 1994 Education and Training Policy (ETP) have relieved the confusion of the preceding regimes. "The policy changed the existing education system for good by expanding the opportunities in education and attempting to improve its quality at different levels" (Teshome 2012:1).

This chapter then gives a picture of the education in Ethiopia across different regimes and links with the historical path to ELT teacher education in particular.

2.2.1. Traditional Ethiopian Education

Traditional education in Ethiopia was particularly associated with the religious roles of education. Pankrust (1976), as cited in Meseret (2012), states that education in Ethiopia has a historical attachment to religious education. The most influential religion in Ethiopia at the time was Christianity. The Coptic Church has been an influential religious institution in the contemporary education in Ethiopia for over 1000 years. This traditional education was associated with the religious studies and the church at the time. According to Girma (1967), every Christian in the church was expected to have a confessor (God father), who was considered a part-time tutor of the faith.

Another religious feature of traditional education was the Islamic education system which had its own particular traditions. In most cases, both the Christianity and Islamic education employed the same pedagogy which was the memorization of texts and recitations. The teachers were considered to be the only sources of knowledge (Bridges, 1987). Similarly, Lulsseged (1969) confirmed that, in the traditional theological schools of Ethiopia, where Orthodox Christians and Muslim students learn in Geez and Arabic respectively, writing was

given less attention since the students were expected to recite long verses, poetry, and songs from various holy books.

Churches and mosques, which were part of the traditional education, had a wide range of practices of non religious education content. However, critics, as stated in Meseret (2012), disclosed that they did not contribute much to the advancement of education, in particular and to the growth and development of the nation as a whole. As a result, some scholars were convinced that the country should focus on secular education which, according to them, contributes to the growth and development of the country. But the proponents of traditional education were not flexible enough to incorporate secular education, believing that foreign cultures would spoil and destroy their religion, culture and traditions. Due to this notion, efforts of introducing modern education were strongly discouraged, because the proponents wanted to guard their faiths against the intrusion of foreign cultures. Their argument to keep the traditional system was that modern education disregards the domestic culture and thus the change from traditional to modern education went through many upheavals. Because of the influences of the conservative religious leaders and the nobility, it was not easy for the rulers to divert from the indigenous knowledge systems and religion-oriented trend of education in order to introduce a secular system of education (Meseret, 2012; Lulsseged, 1969).

2.2.2. Education in Ethiopia during the Menelik II Regime

Though the proponents of traditional education resisted the introduction of modern education, Emperor Menelik II and his advisors began to understand that the traditional education system did not contribute much to the needs and aspirations of the majority of Ethiopians towards national development (Lulsseged, 1969). Thus, the Emperor gave due attention to modern education. To this end, he opened doors to the progress and development of modern education.

The first modern school in Ethiopia was the Emperor Menelik II school, which was named and opened by the Emperor in 1908 (Pankrust, 1976). The school offered education to about hundred students who came from the emperor's family and the inner circles of the nobility. The curriculum included basic sciences and languages such as French, English, Italian and

Amharic. Also, the students' living expenses and tuition were funded by the government. The aim of education in this period, according to Alemu (2004), was to train people who would serve in running the bureaucratic government. Also, the curriculum of the school had a role in supplementing the church education.

In general, Emperor Menelik II was a pioneer in establishing formal education in Ethiopia. It was specifically during his regime that the teaching of foreign languages began. The English language teachers were all from Britain and they served both in the teaching of English and diplomacy between the two countries (Pankrust, 1976). Though the teaching of English by the few Britons was insignificant, it contributed remarkably to the current training of English language teachers by laying the foundation for the local English language teachers.

2.2.3. Education during Emperor Haile Selassie I's Regime

Significant progress was achieved in the modern education of Ethiopia during the reign of Emperor Haile Selassie I (1928-1974). Seid (2012) indicates some of the developments during this era, namely the opening of more schools in Addis Ababa, Dessie, Ankober and Harar; the issuing of a proclamation on education and the establishment of a Ministry of Education in 1930. During this time, Ethiopian education was primarily influenced by France and Italy. Nevertheless, the endeavors that were carried out to advance modern education were hampered by the Italian invasion in 1936. The invasion resulted in the closing of the schools that were introduced by Minelik II and Emperor Haile Silassie. Furthermore, the schools were used as military barracks and hospitals (Haregewoin, 2008).

The development of modern education was further accelerated from 1930 (Pankrust, 1976). Emperor Haile Silasie opened many more elementary and secondary schools. For example, primary schools in Gore, Diredawa, Jijiga, Nekemte, AsebeTeferi, Gonder, Adwa, and Mekele were founded between 1928 and 1935. The education system consisted of six years of primary education, two years of junior secondary education and four years of senior secondary education (6+2+4) and four to five years of higher education (Meseret, 2012). In 1974, Haile Silassie was overthrown by the military 'Dergue' and the country was ruled by the socialist system of governance till 1991.

In conclusion, education in Ethiopia was hampered during this time mainly for two reasons. The Italian invasion had destroyed not only the educational resources but also halted the ambition of the Imperial regime to expand education throughout the country. In addition to the European aggressors' damage on education, the internal conflict during the 'Dergue' regime's takeover of power had driven the course of the expansion of education into a war of conflicting ideologies of the previous regimes. If the abovementioned internal and external factors had not happened, there would have been a better quality of education that could also have contributed to the quality of EFL teacher training.

The next section provides an account of the new chapter in education in Ethiopia during the socialist 'Dergue' regime.

2.2.4. Education during the Military 'Dergue' Regime

After the fall of the imperial regime, the 'Dergue' regime changed the education policy due to its socialist ideology. The 'Dergue' regime perceived the existing education policy as being wrong because it was considered discriminatory. Due to this contention, the Imperial Education Policy was dismissed by the leaders of the socialist regime (Negash, 2006). The imperial education policy was changed on the premise that the successor regime would transform the country by transforming the education sector. According to the newly formulated policy, many changes were introduced in the education sector.

During that time, the education sector was expanded with the ambition of indoctrinating the young generation with the Marxist-Leninist ideology. However, it was the most modern and comprehensive education policy, which included the development of knowledge in science and technology, and gave due emphasis to research to create more productive citizens (Tekeste, 2006). On the other hand, the leaders of the socialist regime, to some extent, expanded schools to prove that the imperial regime was wrong (Negash, 2006). However, the expansion was not favorable due to challenges like the teachers' lack of teaching skills, and also external political influences (Engel 2011). The policy change without prior planning and adequate infrastructure led to the further deterioration of education quality. By the mid-1980s, the regime could no longer ignore the widespread public dissatisfaction with the quality of

education. The centralized management of education also contributed to poor supervision of the education system.

The hopes of the socialist regime to transform the country's economy through its new education policy were mainly held back by the internal conflict in the northern part of Ethiopia. The 'Dergue' regime was engaged in war with the two main factions called the Eritrean Liberation Front (ELF) and the Tigray People Liberation Front (TPLF). Due to this conflict, civil war was raging in the northern parts of the country, and the political conditions in the eastern and western parts of the country were difficult to manage. The 'Dergue' regime could not finance and give due attention to the education sector (Negash, 2006). Due to the conflict, the scarce resources of the country were spent on the war front. The scarcity of the resources resulted in a low access and poor quality of education during that period. Solomon (2008) described the situation that it was the time that the quality of teaching and learning was at the lowest quality level in the history of the country. Later, in 1980, the socialist regime introduced reforms to the general education of the country through a study called the 'Evaluative Research of the General Education System in Ethiopia'. However, the study failed because it "was shrouded in secrecy" (Tefera, 1996:21). Therefore, the identified and likely changing directions of the policy implied in the study were not implemented because they were not applicable and compatible with the situation in the country.

In general, education during the 'Dergue' regime was at its worst when compared to the preceding regimes. The school system was used to cultivate an anti-Western ideology in the learners at all school levels. Specifically in respect of the teaching of the English language, the foreign volunteer fellows from the U.S.A. and Britain who contributed to the expansion of English at secondary and tertiary school levels were banned by the 'Dergue' regime. Also education aids from these countries dwindled. These factors added to the deterioration of the quality of education in both the general education and English language teaching and learning.

2.2.5. Education during the EPRDF

After the fall of the ‘Dergue’ socialist regime in May 1991, the Ethiopian Peoples’ Revolutionary Democratic Front (EPRDF) came into power with major reforms, including a new education policy. The New Education and Training Policy implemented in full three years after the regime changed in 1994. Among the major changes of the policy was the introduction of local/ethnic languages as language of instruction in primary schools.

The reform was not only in respect of the language policy, but the enrolment of students at all levels of schools had also risen significantly. In addition, the issues of equity and quality were addressed and remarkable achievements were recorded. This significant outcome was realized by means of the Education Sector Development Programme (ESDP), developed by the Ethiopian government, to mobilize both the national and international community, to boost the development of education, especially in the primary education level (MOE, 2010).

From the above discussion, it can be concluded that the FDRE government has made significant progress in expanding education throughout the country. Many schools such as primary, secondary, technical, and vocational training schools were opened. The school enrollment increased remarkably. However, the problem is that the expansion was not aligned with building capacity of the teachers and teacher educators. As a result, the quality of education was compromised. This is directly related to the decline in the students’ achievement in general and in respect of proficiency in the English language in particular. This study is intended to investigate the level of effectiveness of the pre-service primary English language teacher training in order to add quality teachers to the deteriorating education situation of the country.

2.3. The New Education Policy and Reforms in Ethiopia

As was mentioned earlier, the main aim of the 1994 Education and Training Policy of Ethiopia was to expand the access and equity of education throughout the country. The policy reforms had the vision of enrolling all the children of school-going age by 2015, and to teach the children in their mother tongue. This was the major change in the history of Ethiopia’s education system. In the past, Amharic, which is the national language of the country, was

used as the medium of instruction in the primary schools. The other revolution with the new policy was the introduction of a non-formal open distance learning program to address the dropouts and young adults who did not have access to schools.

The new educational policy also restructured formal schooling. For the first time, a pre-school curriculum was prepared where the children stay for 2 years prior to entering formal school. However, it was not a prerequisite to attend this program to be enrolled in the formal school. Children could attend a religious preschool that was provided by the religious institutes as part of their mission. The duration of primary school education was 8 years. This level of education consisted of two sub-levels, called cycles. The first cycle constitutes the first four years of school. That is, grades 1-4. This stage equips the learners with literacy skills. Similarly, the second half of the primary education is called the second cycle, that is grades 5-8. This cycle is aimed at preparing the learners for the next level of education. Secondary school education consists of the next four grade levels (9-12), and it has two phases. The first two years (grades 9-10) are called the 'General Education level'. At the end of these two years, the learners sit for General School-leaving examination that is prepared by the MOE. Based on the examination results, the learners will either join the next secondary level or advance to the Technical and Vocational Education and Training School. Those who succeed in joining the upper secondary level (university preparatory school) select either the social science or the natural science stream according to their preference, which later determines their specialization area in higher education.

The Technical and Vocational Training Institute is the other education component, a separate structure parallel to regular schooling. Students who do not continue the regular education program due to a lack of access to education or who failed to pass to the next level due to poor examination results join the Technical and Vocational Training Institute. This Institute consists of five different levels (Levels I-V) where those who failed at grade 4, 8 and 10 or do not want to go through the next levels of regular education join based on the requirement of each. The tertiary education institutions include colleges and universities where students graduate with diplomas and degrees. A college diploma takes 3 years of study, whereas a university first degree takes 3 to 6 years depending on the discipline of the study, followed by

specialization in second and third degrees. Figure 2.1 below shows the Ethiopian education system.

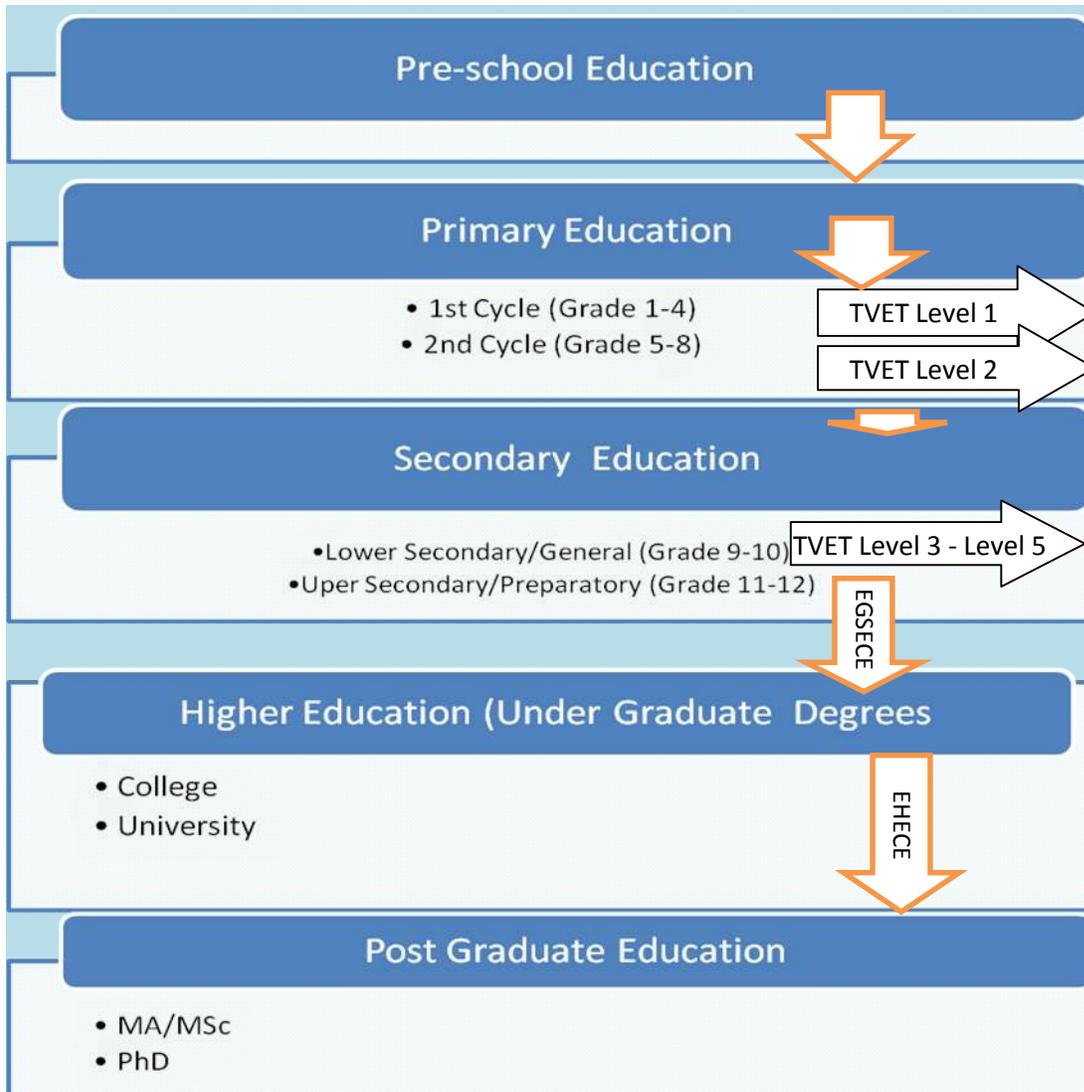


Figure 2.1: The Ethiopian Education System

From the above figure it is evident that the school system is structured in a way that students can exit at the end of any cycle and join various levels of training. However, the exit is defined in such a way that only those who do not qualify to join the next academic level move to vocational training. In vocational training, primary teacher training is the one that admits these academically unqualified candidates. Due to this admission system, candidates who

have less knowledge of the subject matter in the fields join the teacher training program where they are going to specialize in. Primary school English language teacher training is one of the areas affected by this problem.

From the discussion in 2.2 and 2.3 above, it is evident that the education policy of Ethiopia was frequently changed with the regime changes. This affected the quality of education and training in general. In the context of this study, it is believed that the education policy and reforms also affected the ELT teacher training. Therefore, this study aimed at investigating the effect of the pre-service primary ELTM training on the trainees' post training practice.

2.4. Teacher Education in Ethiopia

The training program for teachers was first introduced during the reign of Emperor Haile Sellasie I. It was a Primary School Teachers' Training Program with a small capacity which was opened at a campus of Menelik II School in the capital city, Addis Ababa. Since then many efforts were made to expand and improve the quality of the teacher education program. Soon after, Haile Sellasie I university college was established in Addis Ababa in 1950 to train teachers of secondary schools. After this, in 1961, the Faculty of Education was established at Haile Sellasie I University, which is now called Addis Ababa University (Marew, 2000). In the same year, a college called Kotebe College of Teacher Education was established to train the upper primary school teachers specializing in five subjects, namely English language, Mathematics, Sports, Physical Education, and Amharic language. Thereafter more teacher education colleges were established in various parts of the country, in cities such as Haramaya, Dilla and Bahir Dar.

According to MoE (2010), teacher education in Ethiopia has grown both in quality and quantity in the last five decades. However, currently, the sector still suffers many challenges. Some of the problems are related to the quality of the training, the relevance of the programs, the allocation of resources, and the integration of information communication technology in the training. One of the reasons for the deteriorating quality of English language teachers is indicated in their communicative and pedagogic incompetence, and lack of professionalism (Kumar, 2014). Several researchers in the area of EFL teacher training also agree that the

teachers indicate weaknesses in implementing Communicative Language Teaching (CLT). Additional professional development training in selected EFL teaching areas is thus called for (Anto, Coenders & Voogt, 2012; Eba, 2013).

The other challenges related to teacher education program are the inadequate efforts made for the teachers' professional development, a lack of transparency in the training process, and the lack of a participatory approach in the leadership and management of TEIs. Based on this, MoE (2009: 14) recommends as follows:

A pre-service teacher-training should focus on improving the quality of the new entrants to the teaching profession by ensuring better management of teacher trainee intake, the further strengthening of teacher education programs, an enhancing practicum, and providing better English language support side by side with the formal curriculum. In addition, the teacher education institutes should be upgraded to be centers of excellence that will assist in promoting best teaching and learning practice, innovation and sustainability in teacher education.

To improve the teacher education system in Ethiopia as a whole, it is recommended that the teacher educators' capacity has to be developed to bring about significant change in the country's quality of the teacher education system as a whole. Some of the training areas to be emphasized in teacher education are the teachers' development in pedagogy, in the use of ICT, and in proficiency in the English language.

In the above sections, I indicated the major developments in both the general education and EFL teacher training in Ethiopia. From this it can be concluded that general education, as well as the EFL teacher training in Ethiopia has suffered complicated challenges that contributed to the current deteriorating situation on these areas.

The following section presents the recent developments in teacher education by providing a number of models developed by linguists. The EFL teacher education within the Ethiopian context is analysed based on the recent literature in the area of ELT teacher education.

2.5. Models of English Language Teacher Education

The effectiveness of teacher training has a strong relevance with the training inputs, methods and strategies adopted in the process of the training. The inputs, such as the quality of the teacher educators, the curriculum and other training resources have a direct impact on the quality of the trainees. Equally important, the methods of training and assessment can enhance or inhibit the success of the whole training endeavor.

In this section, I discuss four models of EFL teacher education with their specific features, and how the benefits of the models can be adapted to the EFL training context of this study.

Teacher education involves the interaction between various human and non-human elements. The interaction of these elements is aimed at preparing the teachers who are capable of creating, organizing and transferring knowledge, skills and attitudinal changes to their respective learners. Based on this fact, theories that shaped the route of the profession were developed. Because of the diversity of views on teacher education, different theories have been introduced in the discipline. Most of these models emphasize on the aspects of teacher knowledge, the knowledge acquisition method, and the use of knowledge (Bartels, 2006).

In the following section, the primary models of second language teacher training are discussed.

2.5.1. The Craft Model

The Craft model is a model suggested by Wallace (1991). This model states that teachers are expected to learn by copying from or imitating their trainer who is considered as a model. This model emphasizes that linguistic knowledge should be part of second language teacher training, but the trainees may not use it directly in their teaching. The trainees are taught the procedures of what to do when teaching in a particular context. After they have gained adequate linguistic knowledge, they practice this method in classroom teaching. Finally, mastering both the specific pedagogical knowledge and teaching skills, they start teaching in the actual classroom. Figure 2.2 below shows the Craft Model.



Figure 2.2: The Craft Model of Language Teacher Education

The Craft Model has some strong features. It is a good model for teaching content knowledge in that the trainees may derive detailed knowledge on the subject matter of their specialization. It also helps the trainees to have a comprehensive understanding of the content by means of good lectures, discussions and research. However, it does not provide the teacher trainee teachers with comprehensive knowledge of the contents, pedagogic knowledge and pedagogic content knowledge. In addition, the provision of proper supervision and support should be a vital part of the teachers' training, and without the integration of theory and practice, their training will never be complete (Wallace, 1991).

One of the weaknesses of the Craft Model is that it leaves the application of the theoretical knowledge to the trainees. It assumes that the goal of teacher education is to provide scientific knowledge, and the trainee has to apply the pedagogical knowledge in the actual classroom independently without the supervision of the educator. The other weakness of the Craft model is that there is no indication of the application of research outputs in the teacher education system. However, knowledge is not stationary; similarly, scientific knowledge of the teachers' education materials should always incorporate the recent research findings on the existing situation in the classroom (Roberts, 1998).

2.5.2. The Technical Rationality Model

The Technical Rationality Model is an upgraded form of the Craft model in that it tried to improve on the Craft Model's limitations. The Craft Model provides specific language

teaching methodologies that were agreed upon by applied linguists, but the Rationality Model provides the research finding as they are. It assumes that it is the trainees' responsibility to drive the implication of the research finding as it sounds to them. If the trainees fail to act in similar classroom situations, it is because they either have not understood the findings of the research properly or have not properly applied the findings (Wallace, 1991:9). This Model claims that it gives the trainees more responsibility because it does not oblige the trainees to practice solely on the theories of language learning and teaching. In addition, it lets the teachers evaluate the findings and then decide either to accept or to reject the findings based on their classroom situation (Hudson, 2004). I personally agree that the findings of some researches, apart from their methodological limitations, may be different given a different locality. Therefore it is important to give the teachers full authority to apply only favorable research findings to their classroom situation. This Model then seems more promising than the Craft Model seeing that updates of the recent research findings are delivered to the trainee teachers during the training process. Figure 2.3 shows the Technical Rationality Model of language teacher education.

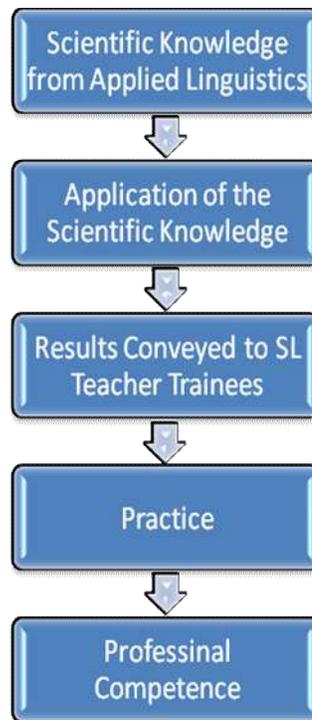


Figure 2.3: The Technical Rationality Model of Language Teacher Education

2.5.3. The Reflective Model

The Reflective Model is a widely accepted perspective in the field of education. This Model is mainly related to the John Dewey's ideas of reflective thinking (Martin & Wedman, 1988). According to Richardson (1990), the concept of reflective thinking attracted the attention of many applied linguists in the 1970s as a promising means of learning and teaching. Later, in the 1980s, Donald Schön modified Dewey's idea of reflection and came up with new concepts known as *reflection-in-action* and *reflection-on action* (Schön, 1983). *Reflection-in-action* represents two actions of thinking and doing. The two actions provide them with inputs to make modification on their teaching practice. *Reflection-in-action* is an internal and continuous process of learning that happens in the learners' own way of understanding the problem they encounter in their classroom. When the newly acquired experience does not solve the problem, the learner modifies it and develops a new technique that fits in with the new experience. The other concept, *reflection-on-action*, refers to the trainees' analysis of their own classroom practice that aims at gaining new knowledge from the practice.

According to Pickett (2004), the Reflective Model of Teacher Education consists of five stages. These are:

1. Identifying the problem area.
2. Reflecting on the problem by understanding the similarities and differences of the new problem in comparison with other related situations in the classroom.
3. Modifying the method of handling the problem, based on the new understanding.
4. Acting on the newly framed solution to discover its consequences and implications.
5. Analyzing the consequences of the new solution by checking whether the new solution is fruitful or not.

Figure 2.4 below indicates the Reflective Model of Teacher Education.

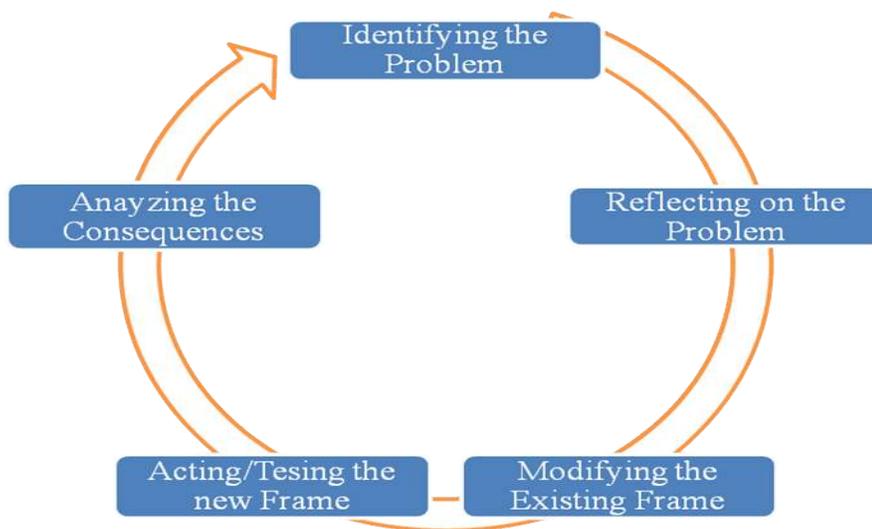


Figure 2.4 : The Reflective Model of Teacher Education

In the Reflective Model, the trainees are expected to do research on their teaching according to their own ways (Wallace, 1998). They have to be given the opportunity to make adjustments between the theoretical knowledge they received and the experiential knowledge they get during their micro-teaching and the independent practicum lessons. In the ‘normal’ training sessions the trainees learn various teaching and learning theories, approaches and strategies. Then, they practice these in *reflection-on-action* and *reflection-in-action* that they reflect upon their application in search of further effective methods of teaching. This particularly gives the candidates the opportunity to examine the educational theories in action and exercise them during the school practicum (Richardson, 2003). I, thus, emphasize the Reflective Model because it helps the teachers to prepare a guide on how the trainees may become reflective thinkers, as it makes them critical in their teaching (Zeichner & Liston, 1996).

Specifically in respect of EFL teachers, Ur (1992) suggests that ELT practitioners’ classroom teaching has to be enriched by applying techniques such as the trainees’ discussion with their colleagues, feedback from their students and inputs from their personal reading. Therefore, the policy makers in teacher education in Ethiopia, the curriculum designers and the teacher

educators should note that reflective teaching and learning should be part of the pre-service primary ELT teachers' education program to achieve the aim of the training.

In addition to its usefulness in pre-service ELT training, the Reflective model is very important in the teachers' lifelong learning and development. Ghaye (2010) emphasizes that the Reflective Model is advantageous as it incorporates the following four kinds of learning:

1. Affective learning: Affective learning supports learning through feeling and emotion. This domain describes the emotional reactions and the ability to experience learning and it typically targets the awareness and growth in attitudes, emotions, interests, dispositions and feelings (Ghaye, 2010).

2. Cognitive learning: Cognitive learning helps the learners to think about things differently, perhaps more creatively (Ghaye, 2010). Anderson and Krathwohl (2001), as cited in Anderson (2013), revised Bloom's taxonomy of domains of learning. This revised taxonomy attempts to correct some of the problems with Bloom's original taxonomy. The cognitive dimension of Bloom's revised taxonomy (like the original version) incorporates six skills, from simplest to the most complex: remember, understand, apply, analyze, evaluate, and create.

3. Positive action learning: This kind of learning helps the learners to turn what they think and feel into ethical and moral action.

The purposes of positive action learning may be many and varied, but it should be to improve something (Ghaye, 2011). Personalized reflective activity, which has a positive experience and rewards aspects of the self, become a habit of mind owned by the individual. Practitioners who understand the nature of their own engagement in reflective practice are more likely to be involved emotionally and intellectually in the learning process (Anderson, 2013).

4. Social learning: *Social learning* is a way of learning from others and with others (Ghaye, 2011: 3). This learning assumes that people are social 'animals' who always create a social context where they work together, giving and taking from each other.

Most importantly, the Reflective Model of Teacher Education is emphasized in this study because it has a strong connection with the constructivists' research paradigm on which this study is based. According to the reflective view, learning is more effective when a learner is actively engaged in constructing knowledge rather than passively receiving it (Cresswell, 2003). In other words, for the constructivists, an educator cannot download knowledge into the minds of the students. The learners' active involvement and the struggle during the process determine the degree of learning that occurred. The Reflective Model also stresses on the cognitive domain of learning activities, such as the logical successive thinking processes, and the affective domain of learning activities, such as understanding emotions and emotional responses (Anderson, 2013). The Reflective teaching method makes the teacher educators to revisit their own teaching practices, beliefs, attitudes and goals, and the beliefs of their students, their colleagues and the teaching community as a whole. EFL teacher educators, in particular, thus, need to be aware of the abovementioned importance of the reflective inquiry.

In summary, in this section, three models of English language teacher education were discussed briefly. In the following section, the classroom teaching practice, especially in the areas of English language teaching, are described in detail.

2.6. The Classroom Dynamics of Teaching English

In the above sections, I presented the trends in the developments of education in Ethiopia in general and EFL teacher education in particular. Different models of English language teacher education were also introduced with their implications for the current EFL teacher training within the context of the study. This section presents EFL teacher knowledge aspects that serve as standards in the assessment of the trainee teachers' teaching practice, specifically in the areas of the teaching of English.

Among the professional qualities of EFL teachers, knowledge of the ELT methods is at the top. As the focus of this study is to assess the impact of ELTM training on the trainee teachers' classroom practice, in this section the principles of the CLT approach, the role of the use of teaching aids in the language classroom, and the essence of lesson planning are discussed.

2.6.1. The Essence of the Knowledge of ELT Methods in Teaching English

The purpose of this study was to explore the understanding of the theoretical concepts and the classroom practice of the pre-service primary EFL trainee teachers in delivering lessons. Therefore, it is important to present the theories and concepts of EFL teaching and subject-specific pedagogy that serve as references in assessing the trainees' teaching practice. This section, thus, deals with the methods and principles of teaching speaking, listening, reading and writing skills, vocabulary and grammar.

The search for a better way of teaching language has a long history. The long search for the best methods brought new innovative ideas that also changed the older views that once were the best methods of teaching a second language. Some of the second language teaching methods that emerged in this area were the Grammar Translation Method, the Audio-lingual Method, the Direct Method and the Communicative Language Teaching (CLT) Method. One of the remarkable things of the methods era that extended from 1950 to 1980 was that a new method emerges before the other is applied. The new language teaching methods can be categorized into three, based on the views on language and its teaching and learning. These views are the structural view, the functional view, and the interactive view. For example, in relation to the view of language itself, Structuralism views language as a system of structural elements that can be described by certain governing rule/grammar (Brumfit & Johnson, 1987). For the Functionalists, language is a means of expressing an idea to perform certain functions. The third view, called Interactive, sees language as a means of maintaining social relations (Willis, 1996). However, these views are not exclusive to one another; they share part of the older views and add something unique that makes them claim the new view is better than the previous one.

The term *teaching method* is used to represent a set of ideas, which include the philosophy of language learning and teaching, the role of the teacher, the role of the learners, learning activities, and learning experiences, and how these are used in teaching and learning. The teacher has the authority to decide on the appropriate teaching method to help the students

learn better (Brown, 2006). The methods of teaching language have been greatly influenced by the changing views on the nature of teaching and learning.

In 1960s, after the applied linguists understood the limitations of the Grammar Translation Method, Audio-lingual Method and Direct methods, a new language teaching method was emerged. The emphasis of teaching language thus shifted to the view of language as communication and to the use of meaningful contexts (Larsen-Freeman, 2003). British linguists argued that something more than grammatical competence was involved in the use of a language; and the term *communicative competence* was introduced to signify this extra dimension. This move came up with a new method of teaching a second language called *Communicative Language Teaching* (CLT).

Communicative Language Teaching is the most influential method in the field of language teaching, which is widely practiced in the modern language teaching classroom. Also, in the local context of this study, CLT is being implemented at all levels of the school. The MOE document (ICDR 1994:17) clearly states that all the languages in Ethiopian schools should be taught according to the principles of CLT, because this approach enables the learners to create real-life situations and social interaction in the classroom. As part of the implementation of CLT, the EFL teacher training materials, the school syllabi, the students' textbooks and teachers' guides were prepared for this purpose. The assumptions of the CLT approach (Harmer, 2001) were adopted in the activities set in the primary school English textbooks. Thus, the EFL teachers are expected to implement the CLT in their lessons. Due to this fact, the principles of CLT are discussed in detail next.

2.6.2. The Communicative Language Teaching Approach

The Communicative Language Teaching Approach (CLT) is a widely implemented language teaching method, including in Ethiopia. The method was accepted because it addressed the limitations of the preceding methods.

The following discussion tries to explain how it came to dominate the other language teaching methods.

The CLT Approach was first introduced towards the end of the 1960s and continued to evolve in the following decades (Richards & Rodgers, 1986). With the increasing importance of English language across the globe, a significant method was needed to meet the communicative need of English language of the learners; due to this need, the CLT received much attention, and it affected the dominance of Traditional Grammar Method.

The CLT Approach is a contribution of many linguists. For example, Widdowson (1978) introduced the communicative and social aspect of language learning. He emphasized issues such as formal and informal language and the quality of language use as a means of communication. He suggested the teaching of language within a context rather than in discrete sentences. In addition to Widdowson (1978), Bachman (1990) provided a theoretical framework, addressing the importance of communicative skills. Michael Halliday, as stated in Richards and Rogers (1986), contributed significantly to the development of CLT. He developed accounts of first language speakers for the purpose of teaching language to young learners.

According to Richards and Rodgers (1986), CLT started with a concept of language as means of communication. The aim of the classroom instruction is to develop the learners' communicative abilities. Harmer (2001) makes an important point, namely that learners always need to be exposed to meaningful language tasks and be given opportunities to use the language in order to develop their knowledge and skills. Thus, the learners are encouraged to communicate with the target language by means of interaction from the beginning of their instruction.

The CLT approach of second language teaching got significant acceptance because with the previous methods (the Grammar Translation and Audio-lingual method) the learners were viewed as passive recipients of the methods. However, today the older methods are dominated by the communicative language teaching (CLT) approach. Consequently, the CLT targets on communicative competence, meaningful communication, fluency and accuracy, and reflective teaching (Larsen-Freeman, 2003). Within the context of the grammar-oriented ELT teacher training, limited theoretical knowledge was offered to the trainees, which mainly focused on

linguistics (syntax, morphology, phonetics), and English culture and literature. The grammar oriented ELT teacher training also focused on acquiring the correct teaching methodologies and sets of skills. However, due to the advent of the CLT approach, teacher training programs now give the training on how a second language is acquired both in theory and in practice in the classroom, and how a teacher's role changes based on the types of students. The EFL teacher trainees also learn how to facilitate the learning, mentor, and guide the learners, rather than merely transferring content knowledge to them (IIE, 2012).

The CLT approach to teaching language also had a major influence on the development of the language curriculum. The English language teaching curricula specifically largely shifted their focus to oral skills rather than on grammar. In addition, the development of the curriculum was based on the identification of the learners' current level of language proficiency and the insight is that curricula should reflect learners' communicative needs and learning preferences (Hall & Hewings, 2001).

2.7. The Principles of Communicative Language Teaching

2.7.1. Focus on Meaning

Meaning is most important in the CLT approach. Everything that happens in the classroom is done with a communicative intent (Larsen-Freeman, 1989). In the past, the learning of a language focused heavily on grammar, isolated from context. However, in the CLT approach meaning is equally important, and grammar should be taught in a more meaningful context, such as through discourse, in text, or by means of task-based exercises (Richards & Renandya, 2002; TESOL, 2012). In addition, the process of meaning negotiation is essential in this approach. In order to encourage the learners to communicate better, errors should be tolerated with little explicit instruction on language rules. To achieve the negotiation goal, the CLT employs information-gap activities, problem-solving tasks, and role-playing through pair and group-work in the classroom (Larsen-Freeman, 1989).

2.7.2. Learner Autonomy

Learner autonomy refers to giving maximum responsibility to the learners to plan and monitor their own learning. This gives the students freedom to employ their preferred learning strategies in the learning process (Richards, 2006). The learning preference could be entertained through the use of multiple classroom organization methods such as individual, pair and group-work. In the assessment process, the learners are encouraged to self-assess their own learning.

2.7.3. High Student Interaction

The CLT approach relies mainly on interaction in the teaching and learning process (Lee & Van Patten, 2003; Richards & Rodgers, 2001). The interaction may occur during the classroom activities between the teacher and the learners, among the learners or the learners with materials that are used in the classroom. The interaction is managed by the teacher and/or the learners. The most frequent ways of organizing classroom interaction depending on who communicates with who are teacher–learners, teacher–learner, learner–learner and learners–learners interaction.

Teacher and learners interact at the same time when the teacher explains to the whole class. In this type of interaction, the teacher takes the place of leading and decision making in the interaction. The primary importance of teacher – learners interaction is to control the learning of certain language structures. The practice mostly takes the form of repeating structures after the teacher.

Another form of interaction, namely teacher-learner/a group of learners, takes place when the teacher refers to one learner or a group of learners to answer questions. A teacher-learner interaction is mostly used during individual learner’s evaluation.

Learner-learner interaction happens in doing pair work activities. The teacher at this time does the consultation when the learners need help at some stage of the activity.

The last type of classroom interaction, learners-learners, is what is commonly called ‘group-work’. Teacher’s function here is supervising the learners similar to the pair work. After the group activity is completed, the groups may have presentations to the whole class on their work (Scrinvener, 2005).

The learner-learner and learners-learners interaction particularly encourage interaction among the learners. Particularly in large classes, these types of interaction give opportunity for many learners to participate in the learning process. Research has shown that students use more language functions in pair work and group work than in other forms of interaction (Nunan, 1991). The same study also proved that learners perceive pair work and group-work as the most pleasant ways of learning, because they feel relaxed, and subsequently communicate better. Such interaction encourages independent learning and gives the learners some responsibility for their learning.

2.7.4. The Teacher as Facilitator

In the CLT approach, the teacher has the role of keeping the learners engaged in the learning process. Therefore, the teacher should encourage the learners to learn by doing on their own rather than explaining everything. The facilitation role makes the teacher a co-learner as opposed to the sole source of knowledge of the traditional teacher (Richards, 2006). In addition, the teacher is responsible to monitor the learners’ progress by observing the learners while they are attempting to do the task. If the learners are not working at the expected pace or in a specific way, the teacher offers the necessary support.

2.7.5. The Use of Authentic Materials

CLT emphasizes the use of authentic materials (Richards, 2006). Authentic materials are materials taken from or designed to look like pieces of works such as letters, published magazines and newspapers as we see them in the real life situation. Authentic materials are preferred over artificial ones for their several advantages. They give learners the opportunity to respond to genuine communicative needs in real life situations. This is to help learners develop strategies for understanding language as actually used by the native speakers

(Widdowson, 1978). In addition, they have motivational value for the students (Richards, 2006).

2.7.6. Alternative Assessment

In the past language tests emphasized on isolated sentences that are usually connected to grammar (Bachman, 1990; Larsen-Freeman, 2003; Ur, 1992). However, as CLT grew in importance in second language learning, oral tests became the order of the day in the language testing process. With the widely use oral tests came the emphasis on oral skills. Since the mid-1980s, the dominance of communicative language teaching and its focus on the communication process brought a new and more balanced testing system. Before the introduction of this new assessment approach, classroom evaluation was done by means of a mixture of formative and summative criteria, where process-oriented teacher-long observation and learner production (participation, oral test and compositions) were combined with product-oriented assessment, such as quizzes, mid-term and final examinations in equal proportions. Later, with the emergence of the Task Based approach (TBA) together with the CLT approach, a new approach to speaking assessment called “Communicative Testing” (Cunningsworth, 1989) came into existence because the old evaluation did not have good tools for reliably assessing oral skills. The old assessment method also presented heavily grammar-based criteria for the assessment of oral skills. However, in CLT, assessments are also carried out through classroom experiences such as portfolios, learner journals, interviews, observation, and peer assessments (TESOL, 2012).

Although the CLT approach is preferred for its benefits, it still has weaknesses. The CLT approach has been accompanied by confusion and misconceptions in its nature, and in many cases it has even been rejected among EFL teachers (Swan, 1985; McLean, 2011). It is argued that that the CLT is a time-consuming method to implement and it relies heavily on the development of CLT-based materials. Also, it is not practical in large classes. Swan (1985) and Sato and Kleinsasser, 1999 (as stated in McLean, 2011), further revealed that there is too much confusion on EFL teachers’ thought and use of CLT in the classroom. For example, Thompson (1996) argues that the teaching of grammar shifted from its highest peak of

importance to be neglected, due to the misconception of CLT among the language teachers. Another criticism is that too much of the curricular time is being devoted to the use of oral language at the expense of the improvement of the learners' literary skills (Rifkin, 2006). Whitley (1993) posits that CLT is promoted too much in journals, at conferences and in teacher training programs, but EFL teachers still have only a vague notion of what it involves. Due to this notion, the opponents of the CLT continue to rely on the earlier approaches. Other research that was conducted on the implementation of CLT in the classroom shows that there are limitations among many of the EFL teachers in applying CLT in their lessons. Savignon (1991) argues that though there exists a growing agreement on the effectiveness of CLT, a number of studies indicate that the method is rarely used in language classrooms due to the lack of understanding among the teachers. Moreover, Brown (2007) reasons that the challenges in respect of the implementation CLT are due to the little training the teachers had to apply such methodology in the classroom. In short, according to Swan in Hornby (2010), the CLT approach is criticized for the vagueness in its philosophy (methodological domain) and implementation in the classroom.

In the Ethiopian context, a study conducted by Berhanu (2012) on EFL teachers' pedagogical beliefs and classroom practices indicated that the teachers possess a low understanding of both the theoretical and practical aspects of communicative language teaching. The limitations identified in these teachers were, namely a lack of focus on the instruction, the roles of the teachers and the learners, the kind of teaching materials, and the classroom organization strategies. In relation to the primary EFL teacher training in Ethiopia, Dereje (2012) indicates that the selection of the course contents of the EFL teacher training program that the MOE has stipulated is inadequate and inappropriate to equip the trainees with the CLT pedagogy required to teach English. The above local studies (Berhanu, 2012; Dereje, 2012) show that the training that EFL teachers receive is not organized according to the stipulation in the education policy. These researches were limited to the issue of CLT and the organization of the material. However, this study broadens its horizon to the comprehensive classroom instruction issues and the effectiveness of the EFL training system in terms of its impact on the observed behaviour of the trainees' classroom teaching.

In conclusion, despite some of its drawbacks, the CLT is favoured over the other second language teaching methods due to its nature of the high level of student involvement in the learning process, in focusing on the meaning and on maintaining a balance between fluency and accuracy (Richards & Rodgers, 2001). The CLT also favours small group activities to maximize the time each student has to negotiate meaning. Thus, it is important to keep the learners active in the classroom by reducing the amount of teacher talk in the classroom. The learners talk to each other through pair or group-work where each learner gets a turn to talk. The role of the teachers usually entails getting the learners to talk to each other. In addition, the CLT approach emphasizes the individual learner, taking his or her needs and objectives as the starting points in language teaching and learning, because every individual learner possesses unique interests, styles, needs and goals (Savignon, 1991). Thus, EFL teacher training should be assessed to see whether the trainees have adequate knowledge and skills of CLT at the completion of their training.

The next section discusses the nature of activities as outlined in the CLT approach.

2.8. The Nature of the Activities in an EFL Classroom

Within the context of this study, the primary EFL teacher trainees are expected to prepare and make use of English language activities based on the principles of CLT. In this regard, the trainees' classroom observation included an analysis of the activities they prepared or used in their lessons. Thus, I found it relevant to offer a discussion on the nature of language activities to be used in the CLT classroom because this approach is still widely accepted and implemented in many countries' education systems, including in Ethiopia where this study was conducted.

It is obvious that tasks are the basic inputs in language teaching and learning. As part of the CLT movement, its proponents have set some principles for EFL classroom activities (Richards, 2006). In respect of the CLT approach, activities are the means of developing the learners' ability to communicate. Thus, effective activities should be designed or selected based on these principles. However, the activities in the current Ethiopian primary school English language students' books are not aligned with the CLT principles (Dereje, 2012).

Therefore, the EFL teachers need to have a good knowledge of the nature of CLT-based activities so that they can adapt the existing ones or design their own. The four knowledge areas the trainees should possess in respect of the CLT-oriented activities, as will be explained in the next sections are, namely a balance between accuracy and fluency, learner centeredness, contextualization and authenticity (Bygate, 1987; Richards, 2006).

The aim of CLT is to develop the learners' fluency and accuracy at the same time (Bachman, 1990; Mitchell, 1994). Fluency is developed through activities that engage the learners in a meaningful interaction. The meaningful activities provide maximum time for the learners' interaction. As the learners interact they negotiate meaning rather than being accurate, which may break the interaction process. In contrast, accuracy activities promote competence rather than meaning. The learners are expected to identify the correct use of the grammar items and later produce correct models that satisfy the rules. Richards (2006:14) summarizes both activity types as follows:

Activities focusing on fluency:

- Reflect on the natural use of language.
- Focus on achieving communication.
- Require meaningful use of language.
- Require the use of communication strategies.
- Produce language that may not be predictable
- Seek to link the use of the language to the context.
- Activities focusing on accuracy:
- Reflect on the use of language in the classroom.
- Focus on the formation of correct examples of the language.
- Practice language out of context.
- Practice small samples of language.
- Does not require meaningful communication.
- Control the choice of language.

In the CLT approach, the teachers are advised to make use of activities that keep the balance between both accuracy and fluency. The accuracy activity has a supporting role to the fluency activity, because meaning has to play the leading role in the lesson. This means that mistakes that do not affect the communication process should not be emphasized. Therefore, the teacher is expected to focus on preparing the learners for the activity, follow up during the activity and provide the necessary feedback on the use of the language. This approach is different from the activities in the previous language teaching methods in that, in the past, the learners were treated as passive. The learners were controlled, and fixed methods were applied in the teaching. Today, the teaching methods are designed in a way that they accommodate learner factors or individual differences, such as learning strategies, learning styles, age, aptitude, and social status. As a result, classroom pedagogies are planned, taking into consideration the needs of the learners, learning strategies, and learning styles (National Council of Educational Research and Training, 2006). Conversely, some research that was conducted in the context of this study indicates that EFL teachers are not aware of the CLT principles of language activities, and their classroom instructions do not reflect the communicative nature of the activities. The teachers would stick to grammar-oriented activities available in the students' textbooks (Lakachew, 2003; Beyene, 2008).

Apart from introducing the general principles of CLT and the nature of activities, the notion of the methods of teaching language skills, grammar and vocabulary should be clearly explained. Therefore, the following section discusses in detail the principles of CLT in the teaching of these language areas.

2.9. The Practice of Teaching Language in an EFL Classroom

The previous section discussed the principles of CLT that govern the delivery of the English language teaching lessons and the nature of the activities. In this section, principles of teaching the four language skills (speaking, listening, writing and reading), vocabulary and grammar are presented.

2.9.1. The Practice of Teaching Speaking Skills in an EFL Classroom

Speaking is the process of sharing meaning through verbal and non-verbal means and is a crucial part of language learning. However, a skillful speaker uses various techniques to convey his/her message clearly. EFL teachers, therefore, need to have a good command of this skill so that they can be models or resources for their learners. A good source of knowledge for the teachers to shape their speaking skills as well as its methods of teaching is the teacher training environment. During the training, the trainees need to have sufficient time to practice speaking because only practice improves the skill (Turk, 2003). In a broad sense, the trainees' language skills can be improved by the input the trainees get from the pre-service teacher education. Later, their speaking skill can be further improved through practice and their own experiential knowledge (Chandrasekharan, 2012). Not only do they need proficiency in speaking, but they also need to practice planning for teaching speaking skill. Within the Ethiopian context, teaching speaking skills is often challenging due to several factors. One of the difficulties is that both the EFL teachers and the learners do not have exposure to practice speaking in English because English is not used for communication purposes. Due to this, both the teachers and the learners do not have environment conducive to improving their speaking skills. This situation calls for a special means of addressing the speaking skill problem of the EFL trainee teachers during their stay in the pre-service training program.

Despite its importance, teaching speaking skill has been undervalued for many years. As a result, EFL teachers have not taught speaking beyond drilling and the memorization of dialogues. However, it is understood that speaking is very important in everyday communication and, for this reason teaching speaking skill has become popular in schools. The learners are required to practice communication skills through meaningful activities because it is only in that way that they can improve their speaking skills and learn how to associate with the social and cultural aspects of the English language community.

2.9.1.1. The Nature of Activities in Teaching Speaking Skills

There are activities that maximize the interaction among the learners in a speaking lesson. Some of these activities are role-play, interviews and information gap activities. The interactive speaking activities are summarized as follows:

A. Role-play: Two or more learners in the class could act out a role-play activity with the help of the teacher. The teacher can prepare a dialogue and make the learners to practice speaking out of the class. After the learners have rehearsed a dialogue, they perform the dialogue in front of the class. The limitation of this type of activity is that since memorization is a controlled task, it does not allow the learners to be creative enough.

B. Interviews: An interview is a popular means of practicing speaking skills. It can be done in free conversation or in a controlled form. The activities can be conducted in the form of live conversations, dialogues, form-filling or questions-and-answers. In a free interview, the discourse may be more close to social interaction in real life. In a controlled interview, the interviewer may earlier decide on the questions to be asked and what has to be responded (Darlington & Scott, 2002).

C. Information gap type Activities: *Information gap* refers to the communication between people to collect information (Richards, 2006:18). In this type of activity, the information to be transmitted is communicated when asked for it by the partner (Bygate, 1987). The activity designer deliberately creates the information gap between two learners or between the learner and the teacher. The learners' effort in filling that gap is taken as an indication of their oral proficiency. Techniques of this type, suggested by Bygate (1987), are learner- learner description, re-creation, picture stories, instructions, comparisons and narrations. One good example of an activity mentioned by Richards (2006) is a comparison of two sets of similar pictures and drawn on different cards with slight differences. Then the learners are asked to find the differences between the two cards and communicate using the intended language item.

Other aspects of effective speaking activities, according to Ur (2004), are the following:

1. **Talk time:** The time allotted to the task is spent on the learner talk.
2. **Participation:** A minority of talkative participants should not dominate the classroom discussion; all the learners should get a chance to speak, and the contribution is fairly distributed among the learners.
3. **Motivation:** The learners are eager to speak because they are interested in the topic and have something to say about it, or they want to contribute to achievement of the task objective.
4. **Language level:** The learners express themselves through relevant, comprehensible, and of an acceptable accuracy level of language.

In conclusion, in the Ethiopian primary school situation, teaching speaking is not an easy task because there are several factors that limit the teachers' efforts of teaching the skill. Some of the limitations are related to the teachers' low proficiency in English, the learners' poor academic background, and the lack of educational resources. However, the problems that occur in the speaking lesson could be solved using improvisational activities.

The following discussion is about the practice of teaching listening skills in an EFL classroom.

2.9.2. The Practice of Teaching Listening Skills in an EFL Classroom

As part of the ELTM training course, the primary school English trainee teachers spend much time in studying and practicing the teaching of listening skills. Therefore, it is important to discuss what the existing literature says on how the EFL teachers should manage a listening lesson.

Listening is an active process of receiving, interpreting and responding to messages in the form of sound (Vandergrift, 2004). The listening process requires the conscious involvement and utilization of the prior knowledge of the listener. The interpretation of the sound signals depends on the listener's ability to integrate both prior knowledge on the subject and the extraction of the required information from the speakers' utterances. In academic context, the

learners attend lectures in listening more than in any other medium. Thus, they need to have a listening skill to understand the content of the lectures. Therefore, the EFL teachers have to expose their students to various listening practice opportunities so that they can improve their listening skills.

Based on the listener's involvement in the listening process, the listeners are categorized into active and passive (Lynch, 1998). Active listeners use different strategies while they listen, including asking questions, forwarding comments on the views of the speaker, and encouraging the speaker to express his/her ideas. Active listeners focus not only on the verbal messages, but also on the non-verbal clues of the speaker to have a complete understanding of the subject. Therefore, in a listening lesson, the teachers have to give opportunity for the learners to practice with purposeful listening activities in order to make them active listeners and to concentrate on the message being transmitted by the speaker. On the contrary, passive listeners are poor listeners who do not involve themselves or concentrate on the listening process. They listen without a purpose and focus on specific details. They also pretend to listen as they make notes, but not really.

The teaching of listening in Ethiopian primary school English language classes is problematic. For example, some researchers, such as Adinew (2000), Haregewoin (2003) and Abdi (2005) indicated that much has to be done to improve the listening ability of the learners. Their research focused on the relevance of the contents of listening materials, the practice of teaching listening and the strategies used by the learners and the EFL teachers. The researches' findings indicate that English language teachers in Ethiopia do not have sufficient knowledge in respect of the teaching of listening skills. Abdi (2005) specifically indicated that the EFL teachers were less aware of the properties, procedures and challenges of the learners in listening, both in the classroom and in real life situations. Therefore, English language teacher training programs should equip the trainees with the necessary knowledge and skills of teaching listening skill.

The next section discusses the practice of teaching reading skills in the Ethiopian primary school situation.

2.9.3. The Practice of Teaching Reading in an EFL Classroom

Within the context of this study, the teaching of reading skills was one of the areas where the impact of ELTM training on the primary school English language teachers' practice was investigated. The principles underlying the teaching of reading dealt with during the training were used as a guideline to assess the trainees' understanding and practice of it. The principles are explained below.

To begin with its nature, reading is an interaction of components, such as text input, cognitive processes and prior information (Grabe, 2009). Due to the complex nature of the reading process, learners may encounter different problems. Therefore, the teachers should equip their learners with the skimming, scanning, inferring and referring strategies of reading so that they can easily extract the message of the reading material.

Reading strategies are special techniques that the learners apply in the reading process to make the reading easier. For example, if the learners want to know the number of people involved in a narrative text, they should use some reading strategy. The strategy they should use in this type of situation is called 'scanning'. Alternatively, when they search for the core idea of the text, they need to read the text at a glance, and this strategy is called 'skimming'. If the learners are made to practice only 'scanning', they may be good only in identifying the details. However, good readers 'scan' or 'skim' a text, depending on the kind of text they read or their purpose of reading. Therefore, to offer the learners comprehensive reading skills, EFL teachers should train their learners with various ranges of strategies, materials and activities, and this can be achieved only if the teachers have adequate knowledge of the methods of teaching reading.

Adversely, the teaching of reading in primary school English classes in Ethiopia needs more attention in this regard. As indicated in the problem statement of this study, MOE launched a National Learning Assessment (NLA) program that investigated the reading proficiency of Grade 4 learners in Ethiopia. The result indicated that the primary school learners in the country possess a very low reading ability. According to the report, the assessment was done in three phases. The findings show that the reading comprehension of the learners was very

low during the study period (MOE & USAID, 2008:3; CDC & RTI, 2010). This means that the English teachers had contributed in one way or another to the failure of the learners in respect of their reading ability. Thus, I was motivated to assess the primary EFL teacher trainee teachers' level of preparation in the knowledge and skills of EFL teaching.

In conclusion, it is important to give due attention to the teaching and learning of reading skills. On this premise, it calls for the EFL teacher educators to build the capacity of the trainee teachers so that they can develop their learners' reading competence. More specifically, teacher education institutes are responsible to educate English language teachers to have a thorough understanding of the reading process.

2.9.3.1. Stages in Teaching Reading

The teaching of reading consists of a pre-reading, 'while reading', and post-reading stage. The phases are similar to the listening skills as they are both receptive skills. The pre-reading stage is the foundation stage where the purpose of reading is set. At this stage, the teacher introduces the key vocabulary, which enables learners to make predictions about the topic, activates the learners' prior knowledge and gets the learners interested in the text. At this stage, the learners are made to have the 'while reading' activity. The 'while reading' stage is the actual reading stage where the learners search for the information needed for the 'while reading' activity. At this stage, the readers should pace their reading, based on the nature of the 'while reading' questions. They may practice reading comprehension, inferring, and referring or other skills. The 'post reading' stage provides the learners with the opportunity of taking the text to the next level. During this stage, the learners demonstrate their understanding of the reading text and extend their comprehension to a higher level. Table 2.1 below summarizes the activities in the reading process, adapted from Diaz-Rico (2013).

Table 2.1: Activities in the reading process

| Activities in the Reading Process | | |
|--|---|---|
| Pre-reading | During/while-reading | Post-reading |
| <ul style="list-style-type: none"> ▶ predicting ▶ teaching key vocabulary ▶ word association ▶ discussions ▶ text surveys | <ul style="list-style-type: none"> ▶ list of questions ▶ scanning and skimming ▶ working out the meaning of unfamiliar words ▶ pattern study guides ▶ summarizing ▶ clarifying ▶ questioning | <ul style="list-style-type: none"> ▶ reviewing of the content ▶ working on sentence grammar ▶ vocabulary in context ▶ writing an assignment ▶ discussions ▶ debates ▶ role-playing ▶ project work |

2.9.3.2. The Roles of the Teacher and the Learners in the Reading Lesson

2.9.3.2.1. The Role of the Teacher

In a reading lesson, the learners do not have to understand everything in the reading text. Therefore, the teacher's role has to be to develop the learners' ability to discover only what they need in the text. According to Nuttal (1996), the teachers' primary role is to provide suitable texts that fit the learners' level of understanding and provide activities that focus on improving their reading skills and strategies. In doing so, the teacher makes them be aware of what they have to do. In addition, the teachers are expected to help the learners to take responsibility for improving their reading skills. Without this, it is impossible to familiarize the learners with every strategy of reading. Thus, English language teachers are expected to train their learners with various techniques of reading for various purposes.

2.9.3.2.2. The Role of the Learners

The learners have an active role to play in improving their reading skills. Nuttal (1996) states that normally, reading is learnt, not taught, and only the reader does the learning. Therefore,

the learners' responsibility is to take charge of what they are doing. One of the means of promoting this skill is to practice reading in class. The teachers can only model the text and plan the reading activities, and the learners are responsible for the improvement of their reading skills.

In general, effective EFL teachers should teach their learners reading strategies so that they can improve their reading and apply them in various situations. Then, the progress is expected only when they are actively involved in the reading process.

In the next section, I present the practice of teaching writing.

2.9.4. The Practice of Teaching Writing in an EFL Classroom

The aim of this study was to investigate the impact of pre-service primary English language teacher training, the academic characteristic features of the trainees and the trainers on the trainees' post-training practice. What the practice of the trainees should look like is addressed in the following discussion.

As indicated in the above section, the field of language teaching has various alternative approaches that have their own distinctive principles. In teaching writing too, there are three approaches. These are the process approach, the product approach and the genre approach (Richards & Rodgers, 2001). Each of these approaches are discussed in brief below.

2.9.4.1. The Product Approach

The Product Approach of teaching writing has its origin in the theory of behaviourism. This approach is based on the view that language is learned through habit formation. On the view of the nature of a language, this approach is supported by structuralism, which assumes that language is a structure, and thus the elements have to be memorized. According to this view, a writing lesson has to deal with sentences, vocabulary, and mechanics.

The writing activities in a Product Approach require that the students copy certain patterns from a model text and then produce similar texts. The teachers' role is therefore to provide model texts as an input and have the students produce similar ones. In the beginning the

learners are given controlled activities. They may be given words or phrases to be converted into sentences. Another option is that a series of questions may be given to be converted into sentences. Following the conversion, the sentences are developed into a paragraph, referring to the equivalent model paragraph provided earlier. Another type is the re-arranging of scrambled sentences into a paragraph.

In general, the aim of the Product Approach of teaching writing is to have the students produce an equivalent model text that is predetermined by the teacher (Raimes, 1991).

2.9.4.2. The Process Approach

In contrast to the Product Approach, the Process Approach focuses on the idea instead of the form of the text. In this approach, the students pass through three stages of teaching writing. The three stages are 'pre-writing', 'while-writing' and 'post-writing'. The main goal of this approach is that the students discover new ideas and forms that construct a bigger idea.

The following are details of the writing phases of the Process Approach:

1) Pre-writing: During the 'pre-writing' stage of writing, the learners gather information and organize it in some form. The process includes the learners' engagement in reading for information, brainstorming, and categorizing the information in chunks. The teachers' major roles at this stage are helping the learners to select manageable topics and plan for the writing, and giving them a model text that may help them to shape their drafts. The 'pre-writing' stage in general requires the creativity of the learners to organize their thoughts in a coherent way.

2) While-writing: This is the actual writing stage. The learners convert the information they have organized into a format such as a paragraph, an essay or any other genre of writing. This is called the 'drafting stage'. This stage may be difficult for some learners. Up to this stage, they may not be certain about the way their text develops but this stage gives them confidence on the course of their future writing; therefore, the teacher has to closely observe the learners' progress. In the Process Approach, the major focus is on the experience the learners gain as they pass through the writing process, not the final text they produce.

3) Post-writing: This stage is a re-visiting stage of the drafts they have produced. The major activities of the learners at this stage are reviewing and proof-reading. The revision process may include adding, deleting, rearranging, paraphrasing or even re-writing the entire text. In addition, proofreading includes checking for mistakes in the grammar, punctuation, and spelling. At this stage the learners need to apply their knowledge of the grammar, and thus the teacher may need to teach them grammar and punctuation. Teaching grammar and punctuation may help the learners to learn mechanics during the writing process, and it will benefit them in the future. At the end of the writing process, the teacher has to organize learners in pairs, groups or a whole-class for discussions in sharing their experiences through analyzing selected samples of the learners' texts. In general, 'post-writing' is often a continuous process as the work progresses. At the 'revision' stage the teachers should give their learners enough time to identify the problems in their writing.

A Process Approach of teaching writing has many advantages. It is widely accepted among the language teaching community because it helps the learners to know and experience the writing process, and it recognizes the learners' contribution to the development of their writing. The other advantage is that a Process Approach encourages both independent and collaborative learning. The learners are given the freedom to select their own ideas for writing. In the other words, the teachers are supposed to give the learners responsibility to their writing development. In the writing process, the learners may pass through the process of planning, drafting and editing before they have the final version of the written text. However, the sequence of the stages is not mandatory; what is important is the process they pass through while composing the text. After doing the writing tasks independently, the teacher may organize the learners to evaluate and revise their texts in a group or in pairs. Thirdly, the Process Approach of writing is advantageous because it complements the CLT. Like the CLT, the Process Approach focuses on meaning. The learners' primary focus is on writing for a purpose. Based on this, they decide on what and why they are writing. Therefore, for the development of the learners' writing skills, the teachers should create maximum exposure for the learners to practice writing through activities and provide authentic materials.

Though the Process Approach of teaching writing has many advantages, it is criticized for some limitations. It is criticized because it obliges the learners to pass through similar processes regardless of the writers' different purposes and genres of writing (Badger & White, 2000). This approach gives less emphasis on the writers' varying intentions of writing and social context.

In conclusion, what is important in the Process Approach of teaching writing is not what the learners produce in the end, but in passing through the writing phases. This is one of the indicators of the learners' writing development. At the later stage of their improvement in their writing, the learners will have the basic skills that make them write their own original texts. The motto of process approach of writing is that the learners learn to write only through writing and the more they practice the more they become good writers.

2.9.4.3. The Genre Approach

The Genre Approach proposes the classification of written work into certain structures and grammatical forms that represent certain communicative purposes (Carter & Nunan, 2001). It presents certain conventional texts as a model and makes the learners analyze them. Here the teacher's role is to familiarize the learners with different genres of writing and their discourse.

The Genre Approach is an extension of the Product Approach in that it depends on certain forms of writing and targets to achieve this form. What makes it different from the Product Approach is that it treats the forms/genres in their social context. According to Hyland (2002), the Genre Approach has three stages in the teaching of writing. These are, namely introducing a model genre, analyzing the genre through teacher-learner discussion, and writing a new text of the target genre.

The Genre Approach has some drawbacks, as stated by Badger and White (2000). It is criticized for the passive role of the learners in the writing process. However, it is hailed for its valuing social discourse and trying to relate these discourses with their text structure.

In conclusion, there are various approaches in teaching writing and each method has its own strong and weak points. Thus it can be concluded that no method is better than the other in

teaching writing. However, the trend in the teaching of writing shows that the goal of teaching writing has changed from being form-focused to a more communicative purpose (Richards & Rodgers, 2001). One thing that I personally believe on the application of these various approaches is that writing is a means of communication, and therefore the teachers have to give attention to writing for a purpose in balance with the structure of various texts. In the classroom the benefits of the three approaches can be entertained by applying eclectic pedagogy in this area, by selecting appropriate activities that are related the various approaches and introducing the learners to various authentic resources. Regarding the different approaches of teaching writing, Lund and Pedersen (2001) concludes that these approaches of teaching writing are useful because they give their own unique benefits to the learners. The question is how the trainees' level of understanding of the theories could be improved and to what extent they can apply the theories in their training.

The next section deals with the principles and practices of teaching grammar.

2.9.5. The Practice of Teaching Grammar in an EFL Classroom

As stated in the sections on teaching the language skills, this study was concerned with the pre-service primary EFL trainee teachers' level of understanding and the practice of the ELTM training content areas. Among the areas covered in the training were the methods of teaching grammar.

Grammar is an important part of language teaching and thus it has to be seriously dealt with in the training of teachers in the English language (Burgess & Etherington, 2002; Hedge, 2000). Although this is not arguable, there are differences among EFL scholars in their preferences of the techniques of teaching grammar (Ellis, 2005). Some teachers see grammar as a set of rules. They prefer to teach it by explaining the rules and having the learners to have a good awareness of the rules. This approach is called the 'explicit' or a 'deductive' approach. (Hedge, 2000:151). In this approach, the teachers provide a grammatical explanation followed by model sentences that explain the structure (Burgess & Etherington, 2002). This may make the learners to produce correct forms but it may not enable them use the forms in a context. The justification of using the deductive approach for teachers of this category is that this

technique helps the learners to have good knowledge of the grammatical rules that serves as the basis for creating correct sentences.

Alternatively, others believe that the learners learn their mother tongue without an explicit explanation of the grammar. First the learners can learn a second language by struggling to communicate. The rules can be used latter to facilitate the communication. This method is called the ‘implicit’ or an ‘inductive’ approach (Burgess & Etherington, 2002). In an inductive approach, the students will acquire in the grammar rules as they hear or read them, and then use the rules they arrived at in the communication process. Usually, the inductive approach of teaching grammar follows the following stages:

Stage 1: The learners are given a set of sentences about a specific aspect of grammar.

Stage 2: The learners identify a rule from the set of sentences.

Stage 3: The learners test their knowledge of the rule in new sentences.

Stage 4: The students summarize the rule to accommodate new sentences.

In the Ethiopian primary school situation, the deductive approach is commonly practiced, for two reasons. Dereje (2012) claims that the activities in the primary school English textbooks are organized according to the grammar teaching approach. Due to this, they accept this method. Another reason is that most of the EFL teachers believe that the study of the rules should come first. Similarly, a study conducted in Iran by Allahyar and Nazari (2012) indicated that EFL teachers who believe that the study of the rules should be a priority in second language learning applied the deductive approaches and seemed more comfortable with using the traditional ways of teaching grammar. However, those who preferred the inductive approach of teaching grammar confessed that teaching grammar is difficult for them. Hui (1997) also indicates that many teachers do not distinguish between the communicative activities and traditional grammar activities, and thus the teachers taught grammar rules against the principles of CLT.

In conclusion, whichever technique EFL teachers adopt, both the structure of a language and the meaning are equally important. Without the grammar, meaning would be vague, and the reader or listener may not understand the intended meaning. Grammar serves as a structure carrying meaning. Moreover, both approaches have their own advantages and disadvantages. Whichever way the teachers prefer, it is advisable to teach the grammatical items in a meaningful way and for the purpose of communication. What can be deduced from the above discussion is that the teaching of grammar should be viewed in terms of the benefits of the communicative approach.

Nevertheless, there exists confusion among EFL teachers regarding the implementation of CLT. Some teachers over-emphasize on the communicative competence and neglect the linguistic competence aspects. Due to over-emphasis on the communicative competence, both the teachers and the students strive for fluency rather than for accuracy in oral communication. Obviously, this is the result of a lack of understanding of the communicative approach. Therefore, EFL teachers at all levels should have a comprehensive understanding of the communicative approach that it dictates that both accuracy and fluency should be treated equally (Thornbury, 2002). The balance of both form and meaning is essential because without knowledge of the grammar, communication cannot be achieved. With a good knowledge of grammar, the learners can improve their proficiency in English and promote their overall communication skills. Therefore, both the English teachers and the teacher trainers should change their grammar-oriented view of teaching and promote their learners' communication skills (Ellis, 2005).

The following section presents the teaching of vocabulary.

2.9.6. Teaching Vocabulary

Vocabulary is a critical component in learning a language (Hedge, 2000). A number of studies indicate that the development of vocabulary is a critical component in the comprehension of reading (Grabe, 2009) and that it is important for understanding and fluency in reading. Therefore, EFL teachers have to use the reading text to teach vocabulary because it gives the context and meaning.

Teaching vocabulary includes many aspects. Mostly, EFL teachers take ‘word meaning’ as a default aspect of teaching vocabulary. However, the learners have to know some other aspects such as pronunciation and collocation (Hedge, 2000). Therefore, the EFL teacher has to provide the learners the opportunity to learn aspects of meaning, pronunciation, collocation, synonyms, antonyms and hyponyms. Regarding the techniques of teaching vocabulary, teachers usually rely on translation into their other tongue. However, this is not correct. They have to suggest that the learners guess the meaning of the words before they define or translate them because the clues in the text may help the learners to identify the meaning. Other areas, for example pronunciation, can be taught through drilling.

In the situation of primary EFL teachers in Ethiopia, it is believed that the teaching of the English language has to focus on the learners’ understanding of the basic structures and vocabulary of the language. As a result, the English language teachers and the ELT materials developers in the MOE should try to influence learners to value the understanding of the basic structures and vocabulary of the language (Meseret, 2012). However, there is nothing wrong with emphasizing vocabulary. Suyanto (2007) indicates that EFL teachers have to be good models for their learners and they should have the knowledge of vocabulary, especially as far as pronunciation and use are concerned because the learners usually imitate their teachers. However, the question that has to be asked is, ‘Are the EFL teachers themselves really good models?’ The existing reality in respect of the Ethiopian primary EFL teachers does not indicate this. The primary EFL teachers have serious problems in this regard. The EFL teachers, however, have the responsibility to provide vocabulary learning inputs as defined in the English syllabi. Thus, the training of EFL teachers should consider the problem to enable the teachers to be good models for their students. As a solution, Suyanto (2007) recommends that the teachers have to make use of dictionaries to minimize the risk of making pronunciation mistakes. But it is more beneficial for the teacher trainees if the training institutions provide independent learning packages that give the trainees the audio-visual resources that provide the Standard English pronunciation. Regarding the application of the audio-visual resources, ICT plays an important role, as I indicated in the section on the integration of content, pedagogy and technological knowledge in EFL teacher education.

In sum, learning vocabulary is a comprehensive task and the knowledge of a word does not only mean a definition, but also how that word fits into a certain communicative purpose. Vocabulary learning entails much more than looking up words in a dictionary and applying the words in a sentence. It is acquired through exposure to words and explicit instruction. In addition, the learning of vocabulary is a lifetime activity. Therefore, the EFL teacher training institutes have to provide enough vocabulary input to the English language trainee teachers so that they can teach their learners the different aspects of vocabulary and encourage them to use their own vocabulary learning strategies to be good English language users.

The next section demonstrates how EFL teachers can support their lessons by using teaching aids.

2.10. Why Should EFL Teachers Use Teaching Aids in the Classroom?

Within the context of this study, it was assumed that the primary EFL teachers use teaching aids in their lessons in order that their learners may better understand the contents they teach. To equip the trainees with this skill, adequate training time was invested in this area. Thus, I included the awareness of the trainees in using teaching aids as part of the research data. Their planning and the application of the teaching aids were partly reflected on the analysis of the impact of the ELTM training.

Teaching aid refers to anything the teachers use in their lessons to make learners have a better understanding of the lesson (Naimova, 2008). A teaching aid may be a chalkboard or a software program or information communication technology in general. Some other teaching aids include posters, calendars, charts, drawings, pictures, overhead projectors and real objects. The essence of using these teaching aids is that each individual learner learns differently, and thus the teachers use various means to explain the ideas to the learners who have a variety of learning preferences. Therefore, EFL teachers have to prepare teaching aids and use them in their classrooms.

According to their learning preferences learners can be categorized into the following three main categories, namely auditory, visual or kinesthetic (Peacock, 2001). Auditory learners

prefer to learn through listening. Auditory aids include recordings of broadcasts and songs. Visual learners like to learn through seeing things. The third type of learner, the kinesthetic learner, benefits when he or she learns by means of hands-on experiences. However, learners will benefit if auditory or audiovisual aids such as film projectors, videocassettes, DVDs and movies are used.

Researchers have found that, all conditions being equal, more learning occurs when information is received simultaneously in all modalities (vision and hearing, for example), rather than in a single modality (Richards & Rodgers, 2001; Naimova, 2008). The implication of this is that the preference of style of learning of different types of learners demands that the teacher uses a variety of teaching aids to accommodate all the learners according to their individual differences. However, teaching aids only support learning, and thus they have to be considered as educational tools rather than a replacement of the classroom teacher (Naimova, 2008; Peacock, 2001).

I have searched on the internet and catalogues of Ethiopian universities' graduate and undergraduate student researches for studies conducted on the use of teaching aids in the Ethiopian primary school English language teaching context, but I could not find any. However, during my earlier visits to primary school English classes, I observed that only a very small number of the English language teachers used teaching aids. Thus, I decided to give attention to the conditions of the pre-service EFL teacher training programs.

The issue of teaching aids is not limited to using visuals; it can be using as supplementary materials to textbooks. A study conducted in Iranian primary school English classes showed that the use of teaching aids, in addition to textbooks, brings about significant change on the learners' progress (Koc, 2013). Koc, (2013) reasoned that the textbooks used in state schools were out of date and did not include a variety of activities that motivate students to learn English. Thus, primary ELTM teacher training in Ethiopia should be revisited to address the trainee teachers' limited awareness and skills of using teaching aids in their classes.

The next discussion reviews the process of designing and implementing lesson plans in teaching English.

2.11. Lesson Planning in Teaching English

As will be discussed in the research methods of this study (chapter 4), the lesson plans that the trainee teachers prepared during practicum were used as a primary source of data. The lesson plans would indicate the trainees' skills in planning lessons. The extent to which they could implement the plans and their ability in applying the plans were assessed in accordance with the literature on the principles of the preparation and implementation of a lesson plan in language teaching.

A lesson plan reflects the learning goals, the contents, the teaching philosophy, the resources to be used and the means of evaluating the learning (Ur, 1992). A lesson plan is one of the professional requirements of teachers (Calderhead, 1984; John, 2006). Similarly, EFL teachers have to ask themselves the fundamental questions of 'what', why, 'how' and 'when' they act during their lesson delivery (Hedge, 2000). Nevertheless, some experienced teachers claim that they do not need to plan their lessons (McCutcheon & Milner, 2002). They probably mean that they do not write the lesson plans formally but may have internalized the account of the lesson they may present. They do not prepare the lesson plans because they are familiar with what to do at every stage of their lessons. What is important is that the teachers, whether they are beginners or experienced, have to be prepared in some organized way for the achievement of the objectives of their lessons.

Planning a lesson is a cyclical process and requires the teachers' knowledge and skills (John, 2006). There may be modifications at every phase of a lesson from its conceptualization to its implementation in the classroom. For example, the learners may not understand the new language items as quickly as was planned. Then the teacher may need to make a greater effort to make the concepts clearer. At other times, the time allotted for the learners to complete activities may not be enough. This may cause the teacher to skip some of the remaining activities. Therefore, in similar situations, the teachers may modify their lesson plans for good.

Figure 2.5 below indicates the process of lesson planning.

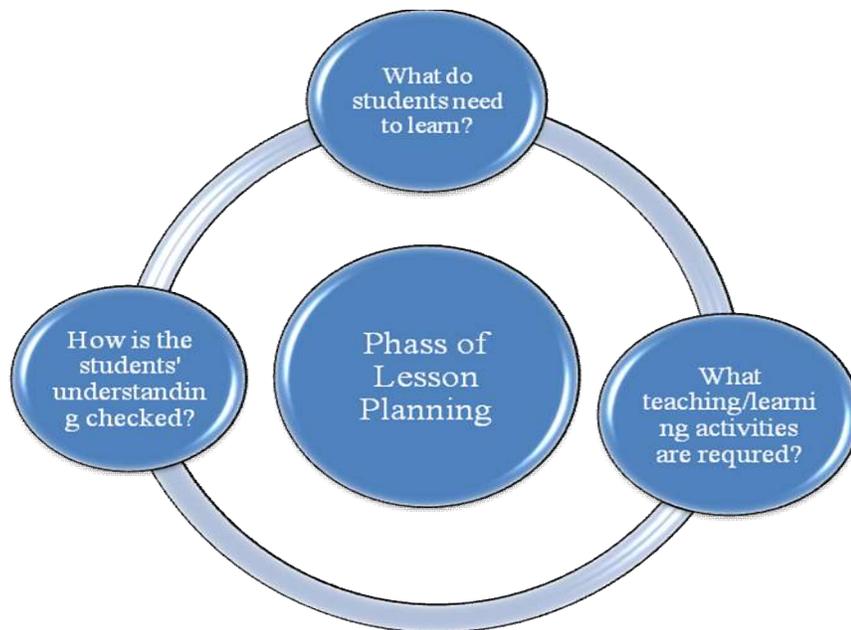


Figure 2.5: The cyclical process of lesson planning

In order to design a successful lesson, the teachers need to know of the different theories of second language learning and teaching. It is when the teachers understand the theories that they apply them during the planning and the implementing stages. With this knowledge, the teachers sort out appropriate teaching resources (Hedge, 2000).

From the above discussion, it can be concluded that the EFL teachers need to have lesson planning skills to manage their lessons. These skills can be improved by making the trainees' practice with the lesson preparation in a meaningful way. The trainees may be given mini projects to work on in groups and may be requested to reflect on the lesson planning phases from the beginning to the end. In relation to this, a study conducted by Tashevskaa (2007) indicates that English language trainee teachers' lesson planning can be improved, in most cases, by means of continuously engaging them in planning under the supervision of the teacher educators and school mentors. As they conclude the planning process and receive support from their tutors, they gain more confidence in implementing their lesson planning.

2.11.1. The Need for the Planning of Lessons in Teaching English

I think both the teacher educators and the trainees need to have a clear-cut rationale for planning for a lesson. Firstly, they need to believe that planning is one of the vital elements of teaching. Calderhead (1984) states that planning helps the teachers to successfully achieve the objectives of their lessons. With the purpose of achieving the lesson objectives, the teachers should describe all the lesson elements such as revising the previous lesson, introducing the new topic, and the teacher's and the learners' activities and method of evaluation.

Lesson planning is a road map of a lesson's journey (Hedge, 2000). It serves as a reminder when the teacher misses the way it was decided. Though the lesson plan serves as a map, it does not dictate, but can be changed if something works out in another way than it was planned. It also serves as a record for future reference. For example, it can be used as a framework for student assessment when the course is repeated the following year, or a substitute teacher is needed when the teacher has to miss the lesson (Jensen, 2001).

2.11.2. Elements of a Language Teaching Lesson Plan

There are various formats of ELT lesson plans, and preference of a format over the other varies from teacher to teacher. According to Milkova (2012), an EFL lesson plan integrates three key components, namely the learning objectives, the teacher's and the learner's activities, the educational resources and methods of evaluation. Though there are various formats of lesson plans, it is agreed among some applied linguists that a lesson has beginning, middle and end (Hedge, 2000; McCutcheon & Milner, 2002). These phases may contain specific elements such as the objectives, the contents, the learners' and the teachers' activities, materials, a time-frame, and the relationship between the previous and following lessons.

The formats of most lesson plans begin with a description of the class and the students (Jensen, 2001). The description usually includes the name of the course, the chapter, the grade level, the number of the students and the date.

The main body of the lesson begins with making a connection between the current lesson and the previous one (Hedge, 2000). It may indicate whether the content is an extension of the

previous lesson or if it is a new content. If the content is part of the previous lesson, the teacher needs to revise the content previously taught. This may take the form of asking the students oral questions or the teacher summarizes instead. Jensen (2001) and McCutcheon & Milner (2002) agree that making a connection between lessons is pedagogically important because the learners have better understanding of the contents and see how the new content is related to the previous content. Having done this, the teacher may give feedback on the homework if any was given the previous day. The feedback can be given in pairs or in groups, followed by a class discussion. These the abovementioned procedures pave the way for the presentation of the lesson. In the end the lesson is summarized and the achievement of the lesson objectives will be checked by the teacher.

In the following section, each element of the lesson is presented in detail.

2.11.2.1. Lesson Objectives

A lesson should have clearly stated objectives because they are indications of the learners' achievement at the end of the lesson. Based on these indications, the teacher decides on whether to move to the next language item or not. Bloom's taxonomy of objectives, according to Bloom, Krathwohl and Masia (1956), as cited in Mahmud (2010), places the objectives in three categories, namely cognitive, affective and psychomotor. Table 2.2 below shows Bloom's Taxonomy of Objectives.

Table 2.2: Bloom's Taxonomy of Objectives

| Cognitive (Knowledge) | Affective (Attitud | Psychomotor (Skills) |
|------------------------------|---------------------------|-----------------------------------|
| 1. Recall | 1. Receive | 1. Imitate |
| 2. Understand | 2. Respond | 2. Manipulate |
| 3. Apply | 3. Value | 3. Develop precision |
| 4. Analyze | 4. Articulate | 4. Organize personal value system |
| 5. Synthesize (create/build | 5. Naturalization | 5. Internalize value system |
| 6. Evaluate | | |

The implication is that EFL teachers are responsible for preparing their lesson plans properly and make good use of it for the better achievement of their students.

2.11.2.2. Teaching Methods

Since lesson plans are details of the syllabi from which they originate, the teachers should indicate the teaching methods they intend to use during the delivery of the lesson based on the recommendations in the syllabi. In the school English syllabi, the teachers may be dictated to use specific teaching methods without having the opportunity to decide which method would work best in their classroom (Brown, 2002). However, the methods are only options and the teachers have to revise the most workable methods based on the type of content. However, assessing the methods may be challenging for beginner teachers. Holliday (1997) states that beginner teachers may not be able to implement the methods according to what they have learned in their training. They may be frustrated due to inconvenience in the real teaching situations. As there is no best teaching method applicable in every context, it is necessary for the teachers to modify or replace their preferred teaching methods for the better achievement of the lesson objectives (Ur, 2004).

2.11.2.3. The Teachers' and the Learners' Activities

Activity refers to both the teachers' and the learners' roles during the lesson (Hedge, 2000). It is important to think of what they specifically do at each stage of the lesson. In planning an activity, the teacher should take into account what students need to learn (content), how the content fits in with the previous and next content (syllabus), how relevant the activity is for the learners, how difficult it may be for the learners, and how to judge if the learners have understood or not. By integrating all these elements, the teacher sorts out the activities for the lesson (Hedge, 2000).

The teachers' roles vary accordingly from the teacher's explanation to the learners' independent work (Ur, 2004). The most important roles are presentation, demonstration, facilitation, monitoring and evaluation. However, the teacher has to assure that the students are at the center of the learning process, at the same time providing the language input that gives the learners the foundation for their knowledge of the language.

The learners' activities vary from controlled form to free form depending on their involvement (Hedge, 2000; Ur, 2004). In terms of the classroom organization, it may take the form of individual, pair, group or whole-class. What the teacher should do is to observe the learners' activities, and then respond to questions, or clarify problems. Later, the learners move from language practice to language use, because the main purpose of CLT is meaningful communication (Hedge, 2000). Thus, these activities should be clearly explained in the lesson.

2.11.2.4. Teaching Aids

Teaching aids (discussed in detail in the section above) include resources such as textbooks, dictionaries, and other teaching aids such as posters, calendars, charts, drawings, pictures, overhead projectors and real objects. These should be decided in advance to ensure that the activities can be done as planned (Jensen, 2001; Ur, 2004).

2.11.2.5. Evaluation

Evaluation is also an important part of a lesson because it is a tool for identifying whether the objectives are met or not ((Hedge, 2000). The most common way to do this is through oral questioning, quizzes or classwork. According to Ur (2004), evaluation is useful for the following reasons:

- it reinforces the material that was presented earlier on in the lesson;
- it provides the learners the opportunity to raise questions in respect of use and style;
- it enables the instructor to monitor each individual student's comprehension and learning;

2.11.2.6. Time Management

Time management has a direct contribution to the attainment of the lesson's objectives (Jensen, 2001; Ur, 2004). As it is a unit of the activities of the lesson, abiding by this schedule has a significant contribution to the success of the entire lesson. However, for beginner

teachers, it may be challenging to predict accurately how much time is needed for each activity. There may even be situations where more time is needed than was originally planned. At this stage the teachers may decide to skip a section that is less relevant. On the other hand, there may be times that the planned activity takes less time than allotted. Then the teachers have to prepare supplementary activities in case the plan is completed earlier than intended (Jensen, 2001). However, good teachers always manage their time effectively; therefore, trainee teachers should be adequately supported by their mentors and supervisors in respect of lesson planning and management.

In the following sections, the aims and methods of the literature review and concluding remarks are presented.

2.12. The Aims and Methods of the Literature Review

In this study, I employed a critical review of the local and international literature. The major categories are topical, theoretical and policy level literature that were relevant to the subject matter, the theoretical framework, and the implementation of EFL teacher training in the research context. A systematic and thorough investigation was done in this regard. The international literature was used to describe the general background and context of the study. The local studies, both published and unpublished sources, including the education and training policies, guidelines and master and doctoral studies related to the EFL teacher training in Ethiopia were reviewed.

The consulting the literature has three benefits, as stated by Kumar (1996). Kumar indicates that firstly, a literature review provides the researcher with a clear understanding of and focus on the research questions. Similarly, Leedy and Ormrod (2005^b) state that the more knowledgeable the researcher is, the better will he/she be able to understand the problem being investigated. The review of the literature on EFL teacher training helped me, as the researcher, to understand the problem better and to learn different philosophical and theoretical assumptions that existed in the area. The literature review, therefore, enabled me to conceptualize the research questions. Secondly, the literature review helped me to carefully select and design my research methodology. In addition, Leedy and Ormrod (2005^b) claim

that a review of the literature helps the researcher to identify the gaps in the knowledge and the weaknesses in the previous research. Through the literature review, I got chance to see how other researchers studied the area and how appealing their methodologies were. Based on the identified methodology gap, I approached the problem of the study differently, for example, by using multiple tools such as interview, observation and document analysis. Thirdly, I had a better understanding of the problem of ELT through the researches have contributed. The better understanding of the problem, I believe reinforced the validity of the findings by providing sufficient empirical support (Rudestam, Newton & Rae, 2001). However, Kumar (1996) states that it is not an easy task to locate the existing literature, so it needs the researcher to be systematic in searching the existing literature that pertains to the research topic. Burton (2000) suggests that abstracts, indexes, graphs, summaries and concluding paragraphs of books, journals or dissertations. In my review too, I sometimes focused on these condensed forms of literature sources and this enabled me to move quickly through a range of literature.

2.13. Conclusion, and the Major Gaps Identified in the Literature Review

In this chapter the three most important areas that helped me to judge the practice of the EFL teacher in a language classroom were discussed, against the background of the existing literature. Firstly, the obstacles in the development of education in the Ethiopian context and the efforts made by the different governments that ruled the country were critically reviewed. The reviews indicated that the change in leadership in Ethiopia has impacted the educational policies in the past. The governments imposed their ideologies on the education system to grow the young generation with their views. The imposing of the ideologies implies that optimist and brave-hearted leaders use education as a tool for changing the lives of the people in their countries. Contrary to this, the leaders may use education policies as a weapon to suppress their nations, and as a result, lead to undeveloped and unstable states. This was shown in Ethiopia among some of the last regimes. However, with all the challenges, all the regimes in the past have made remarkable achievements in teacher training during their stay in power. Particularly, the current EPRDF government launched a special package called TDP

to improve the professional quality of the teachers through short-term training and CPD at their workplace.

Apart from the change in education policies, the teacher training curricula have been revised to align with the school English curricula the teachers are prepared for. For example, the primary school ELT curriculum was revised to fill the knowledge and pedagogy gap of the teachers. Not only the content but also the training and assessment methods were suggested to be student-centered (MOE, 2009). In addition, if properly implemented, the school practicum followed by reflective enquiry can give the student teachers good exposure, and experience the future working environment of the trainees.

The next area of the literature review focused on the models of EFL teacher education, namely the Crafts model, the Technical Rationality Model and the Reflective Model. My stand on the implementation of these models is that all of them have their own strengths and weaknesses, but a hybrid model, which contains the benefits of all three, can be employed in the English language teacher training system. In the first place, I am in favor of the Reflective Model, but this model can be implemented together with the Technical Rationality Model. The benefits of the Reflective Model are, namely actively engaging the trainees in constructing knowledge rather than the trainees being mere receivers (Cresswell, 2003). The Reflective Model can be shared with the unique features of the Technical Rationality Model where updates of the recent research findings are delivered to the teachers to bring expected training impact on the pre-service primary English language teacher trainees. In addition, the updates of the recent research findings lead the teachers to evaluate the findings and to decide to either to accept or reject them based on the trainees' current classroom situation (Hudson, 2004). The alternative model (included in the theoretical framework of the study under chapter 3) may cause the teacher educators to revise their teaching practices, beliefs, attitudes, goals and the beliefs of their learners, their colleagues, and the teaching community as a whole. EFL teacher educators in particular, thus, need to be aware of the above mentioned benefits of the Crafts model, the Technical Rationality Model and the Reflective Model.

Finally, the Communicative Language Teaching Approach (CLT), which is a widely accepted and applied method in English language teaching, was discussed. This approach is also being implemented in EFL teaching in Ethiopia because it is comprehensive and aims at developing the learners' communication skills. Though the CLT is advocated in policies and guidelines at national level, a review of local studies indicates that the EFL teachers do not have an adequate understanding of the approach. The major gaps in the existing literature were that the teachers' training in EFL in Ethiopia is one of the under-investigated areas. Therefore, I believe that this study will fill these gaps.

The next chapter presents the theoretical framework of the study which discusses processes and major components of EFL teacher education.

CHAPTER THREE

3. THEORETICAL FRAMEWORK OF THE STUDY

3.1 Introduction

Chapter 2 presented the review of the existing literature on the development of EFL teacher training within the local and international contexts. This chapter presents the process and major components of EFL teacher education. First, the role of education policy in English language teacher training is discussed. Following this, the impact of trainee teacher's beliefs and motivation in respect of the training is dealt with. Thereafter, sections on the place of knowledge in EFL teacher education, the knowledge-practice interaction in English language teacher training and characteristics of effective EFL teachers are presented, followed by conclusions of the chapter.

3.2 The Role of Education Policy in the Training of English Language Teachers

The aim of this study was to investigate the impact of pre-service language teacher training, the academic characteristic features of the trainees and the trainers on the trainees' post-training practice. Thus, it is necessary to understand the policy premises of teacher education in Ethiopia in order to judge whether the training was fruitful or not. Therefore, I judged that it is important to describe how the primary EFL trainee teachers are trained before I investigated the impact of the training.

The following section indicates how education policy is related to the success of the training of EFL teachers.

Teacher training programs are designed to prepare trainees for certain goals and the goals are usually indicated in the country's education policy. The reason for indicating the teacher education goals in the education policy is that the foundation of teacher education rests on a policy, which is a set of underlying beliefs and assumptions of that nation. It was indicated in the 1994 education policy of Ethiopia that education and training should be aimed at the development of the learners' problem-solving ability by means of the acquisition of scientific

knowledge (MOE, 1994). As this assumption is a pillar of the nation, the education and training systems of the country should share this vision. This calls for the education and training program to be harmonized nationally before it is implemented in the schools across the country.

In a teacher training system, the training programs are developed based on local conditions (Sinha, 2012). Sinha (2012) adds that the vision of teacher education should not be separated from the vision on the teacher and the school. For example, if a teacher is perceived as a facilitator who encourages the learners to reflect, analyze and interpret in the process of the construction of knowledge, these roles of the teacher have to be addressed in the aims, contents and methodology of the teacher education program. In relation to these teachers' roles, seven standards were set by the MOE for qualified primary teachers. Each standard is explicitly described by a number of specific indicators integrated in the pre-service teacher preparation program so that the trainee teachers may gain the knowledge and skills required to meet the standards of a qualified EFL teacher (MOE, 2009).

3.3 The Impact of the Trainee Teachers' Beliefs and Motivation on Their Training

There exists a strong relationship between the teachers' beliefs and their success or failure (Chan & Elliott, 2004). This means the teachers' beliefs decide their teaching practice. Their beliefs affect their decisions in the classroom teaching practice. In the pre-service training in particular, the trainees' beliefs can have positive or negative influence on trainees' comprehension and learning. Such preconceptions may strongly resist change. Thus, the teachers' training programs should correct possible mistaken beliefs of the trainees that came from the trainees' culture, experience as language students, or their self-image (Fischl & Sagy, 2005).

Some training programs do not achieve much in changing the preconceptions (Peacock, 2001). According to Kangan (1992), a study on the in beliefs among pre-service teachers showed that trainee teachers tend to hold the same personal beliefs and self-images before and after a training program. This was due to the insufficient knowledge, practice and supervision the teachers got in training that is related to correcting the wrong beliefs. The knowledge they

got in the training could possibly confirm the trainees' pre-existing beliefs (Richardson, 2003). Another study indicated that the notions and educational conceptions developed during teacher education were totally wiped out during field experiences (Korthagen, 2001).

Conversely, beliefs can be changed through practice and experience. Classroom experiences provide the trainees the opportunity to examine the learned theories and their own beliefs. The teachers' personalities and cultural backgrounds particularly determine how sustainable the changes will be (Hennissen, Crasborn, Brouwer, Korthagen & Bergen, 2011). When facing challenges in the classroom, the practitioner teachers may be confronted by a mismatch between their beliefs and reality (Melnick & Meister, 2008). Therefore, it is important to change the teachers' beliefs during the pre-service teacher training.

In pre-service training, the teachers' motivation has a significant influence in the success of the trainees. They need to have the passion and personality that help them to cope with the demands of the teaching profession. Therefore, the candidate trainees have to ask themselves why they want to be teachers, how committed they are for the teaching profession and what they are good at in respect of teaching (Kilfoil & Walt, 2009).

In the above discussion, I explained how beliefs and motivation affect the trainees' success in the EFL teacher training. In the next section, I indicate what kind of content and pedagogy the EFL trainee teachers need to learn from the ELTM course training.

3.4 The Place of Knowledge in EFL Teacher Education

To answer the second research question, namely 'What is the impact of the pre-service primary EFL teacher training on the knowledge/understanding of the trainees' knowledge the EFL trainees teachers are expected to have should be specified first. This section, therefore, presents the EFL teachers' knowledge areas that contribute to their effectiveness in the classroom.

Defining *teacher effectiveness* has been an interest aspect among scholars in teacher education for many years. The scholars give different traits and behaviours they believe to constitute an effective teacher. For example, Koehler and Mishra (2008) assert that teacher effectiveness

consists of the following performance indicators, namely professional knowledge, instructional planning, instructional delivery, the assessment of learning, the learning environment, professionalism, and student progress. Likewise, Hativa, Barak and Simhi (2001) argue that teacher effectiveness is not about fulfilling particular criteria or passing evaluation on a set of external criteria; rather, it involves internalizing what an effective teacher really means, and demonstrating in classroom practices what are appropriate in that particular classroom context. However, effectiveness can be viewed in terms of the process (what teachers do in the classroom) or the product (what happens to the learners). The most important thing is not whether the emphasis is on the process or the product, but defining an effective teacher by itself is not an easy task because there are a number of other external factors that affect teaching practice and outcomes. Hunt (2009), after reviewing several studies, forwarded a generalized definition of *teacher effectiveness* as a collection of characteristics, competencies, and behaviours of teachers that enable the students to reach the desired outcomes, which may include the attainment of specific learning objectives as well as a broader goal. Within the context of English language teaching, the teachers need to have good qualities in characteristics, competencies, and behaviours to be successful. Some of these qualities can be gained during the theoretical and practical training in the pre-service ELT training, whereas others are demonstrated during the post-training classroom teaching. Teacher qualities such as knowledge of the content, pedagogy, the teaching-learning environment, professionalism and students' achievement of the instructional objectives are significant ones that have to be met in pre-service teacher training (Rockoff, 2004).

The teacher's knowledge is a foundation to define the quality of a teacher. Shulman (1987) proposes a theoretical framework of teacher knowledge consisting of three categories: (a) subject matter knowledge, (b) pedagogical content knowledge, and (c) curricular knowledge. Content knowledge requires going beyond knowledge of the facts or concepts of a domain. It requires understanding the structures of the subject matter (Kilfoil & Walt, 2009). Pedagogical and curricular knowledge are also important parts of the teacher's knowledge. It is the understanding of the concepts and the curricular knowledge through which this knowledge is delivered Shulman (1986).

The teacher's subject matter knowledge or competence in the English language is particularly crucial for English language teachers, according to Phillipson (1981), as cited in Stern, (1983:46). He categorizes the language competence of a teacher into three, namely linguistic competence, pragmatic competence and discourse competence. *Linguistic competence* is the teacher's knowledge of the language itself, its form and meaning. *Pragmatic competence* refers to how to use the language to achieve the communicative goals. *Discourse competence* is the teacher's competence in using strategies, such as initiating, interrupting, checking and confirming in conversation (Stern, 1983).

English language teachers need to have the ability to communicate with their learners and interact with the materials, and the ability to comprehend what is being said. In other words, English language teachers should have the proficiency to transmit their knowledge to their learners as well as to understand the content knowledge. They may have the grammar knowledge, but sometimes they may lack the confidence to deliver it to their learners. The quality of communication is more significant for language teachers because the ability to teach a language is different from teaching other subjects. English language teachers, therefore, need to have the confidence to teach the language effectively (Best, 2014).

Another framework of teacher knowledge, as proposed by Koehler and Mishra (2008) consists of three major components, namely content knowledge, pedagogical knowledge, and technological knowledge. These components are used in an integrative manner, as is briefly summarized below:

1) Content Knowledge (CK): Content knowledge refers to the student teachers' knowledge about the subject matter that is to be learned in the specialization area of the teacher (Koehler & Mishra, 2008). For example, ELT specialist teachers need to know both the English language and how that knowledge differs for other knowledge areas.

2) Pedagogical Knowledge (PK): the term pedagogical knowledge stands for the teachers' knowledge of the methods of teaching and learning. This may include to what extent the teachers know the educational purposes, values, and goals (Koehler & Mishra, 2008). It

particularly embraces the knowledge of teaching methods, approaches, classroom management, evaluation methods and lesson planning.

3) Pedagogical Content Knowledge (PCK): It refers to the content knowledge that applies to the teaching of the specific subject matter, English language grammar for instance. Pedagogical content knowledge may vary according to various content areas because it combines both content and pedagogical knowledge that enhances the trainees' teaching practices (Schmidt, Baran, Thompson, Koehler, Mishra, & Shin, 2009).

4) Technological Knowledge (TK): In this modern era, it has becoming compulsory for teachers to know how the ICT works in education and support his lesson through technological means. Technological knowledge includes knowledge of application of computers, software, internet, videos, and e similar devices (Koehler & Mishra, 2008).

5) Technological Content Knowledge (TCK): Technological content knowledge is the teachers' understanding of how a specific technology can be used to present certain content (Koehler & Mishra, 2008). For example, there are software programs for learning languages that the learners can operate independently to teach themselves. At this level, EFL teachers may require computer-programming language to prepare programs like autocorrecting systems work for students' self-teaching.

6) Technological Pedagogical Knowledge (TPK): *Technological pedagogical knowledge* is the teachers' knowledge of how particular technology can be applied in a lesson, and how a particular technology fosters the teaching methods (Schmidt et al., 2009). For example, the teacher can upload important language learning resources onto web pages specially created for this purpose. In addition, the teacher's feedback on a certain student's work can be shared among the learners.

7) Technological Pedagogical Content Knowledge (TPCK): Technological pedagogical content knowledge integrates knowledge of technology, pedagogy and content. It requires the teacher's knowledge of these to effectively teach the content area (Koehler & Mishra, 2008; Schmidt et al., 2009).

As discussed above, equipping EFL trainee teachers with the required content, pedagogy and technological knowledge is very important to prepare them for the effective teaching of English language. However, ICT should be used in an integrated way since it plays a crucial role in education. Similarly, ELT education should incorporate ICT education and the student teachers, by the time they have completed the training program, should have the ability of integrating their content and pedagogical knowledge with the existing technology. Koehler and Mishra (2008) state that due to the advancement of information communication technology, teacher training programs should enable the trainees to possess the technological skills and integrate them in their teaching. Koehler and Mishra (2008) designed the framework that explains the relationships among content, pedagogical and technological knowledge areas.

Figure 3.1 below shows the interaction of technological pedagogical content knowledge.

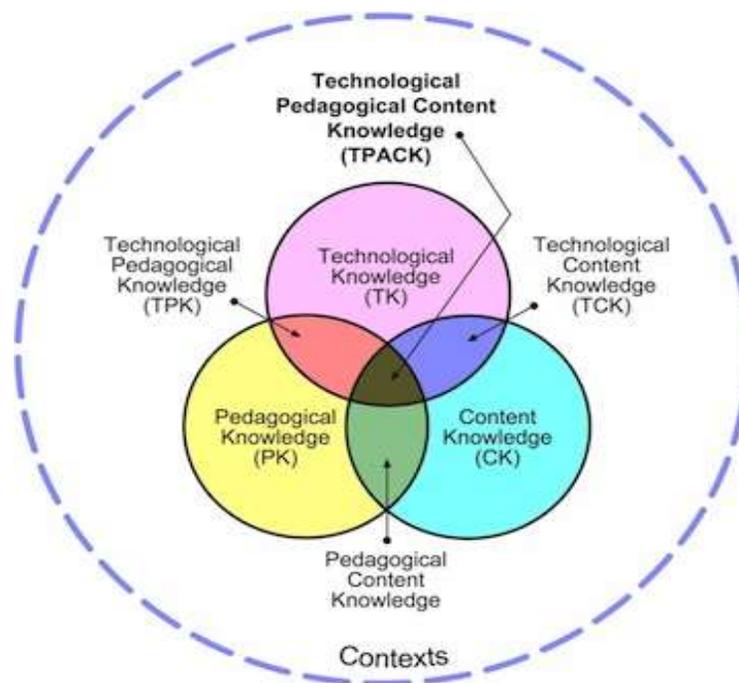


Figure 3.1: Interaction of technological pedagogical content knowledge

(Source: <http://www.tpack.org>)

This framework, I believe, has to be implemented in the current primary English language teachers' training as well as in the teaching profession in general to prepare the teachers for quality education.

3.5 The Knowledge-Practice Interaction in English Language Teacher Training

Within the context of this study, my interest was to discover the impact of the ELTM training on the trainee teachers' knowledge and practice. Since teaching is an art, only knowledge of the content of the teaching methods may not necessarily represent the practice of the teachers' classroom teaching. It demands that the trainees demonstrate their knowledge of the theory in practice if they are to be considered as effective EFL teachers.

The following discussion shows why theory-practice interaction is important in the EFL teachers' training.

The aim of teacher training is generally improving the teachers' knowledge of teaching methods and of the use of the knowledge in the actual classroom (Goldhaber & Brewerm, 2000). The training courses and the field experience of the trainees constitute the two most important areas of the training. Theory and concepts learned during training add to the pedagogical knowledge needed for the teaching profession. Similarly, the field experience gained during the practicum provides the professional contexts for the teachers to develop their values and beliefs (Wilson, Floden & Ferrini-Mundy, 2001).

The EFL teacher training should be comprised of both the theory and practice aspects in an integrated manner. The interaction between the theory and the practice can be integrated by the EFL teacher educators. The educators, therefore, have to provide the opportunities for the trainees to apply their knowledge via teaching practice. Particularly during the independent teaching practicum, the teacher educators have to take on the supervision and mentoring role. The discussion between the trainees and the professors or the school mentors during the practicum also provides the emotional support and guidance to the practitioner teachers as they struggle to mediate the theory they learned and the reality in the classroom (Marable & Raimondi, 2007).

A number of studies on teacher training programs also show the essence of integrating specific theory into learning contexts where the trainees can practice applying the theory. However, theories should not be introduced into contexts that are too controlled and make the results less reliable (Watzke, 2007). Depriving the classroom practice or manipulating the opportunity of reflection weakens the effect of the entire training. In such cases, the transition from the training process to the real pedagogical practice remains unclear for the student teacher (Hollingsworth, 1989). In addition to the lack of theory-practice integration, many teacher-training programs provide insufficient pedagogical knowledge for the trainees (Kangan, 1992). As a result, the inadequate presentation of the theoretical content creates confusion in the trainees during the actual classroom scenario (Calderhead & Shorrock, 1997).

In the above discussion, I explained that practice has a key role in EFL teacher training and it is through creating opportunities for the trainees to apply their theoretical knowledge in the actual language teaching classroom that the training has a good impact on them.

The following section presents the indicators of effective EFL teachers.

3.6 Characteristics of Effective EFL Teachers

As is mentioned in the research methods of this study, an observation checklist was prepared to indicate the trainees' level of the implementation of the theoretical knowledge they had gained during their training. The standards were derived from both the content of the ELTM training and the existing literature in the area.

According to Sergiovanni and Starratt (2007), developing standards for effective teachers is essential in teaching, because the standards act as a framework to define what good teaching practice is, show how the teaching practices are related to each other, help the teacher trainee and supervisor to talk about the standards in a meaningful way and help the teachers to research on their own teaching. The framework also enables the teachers to locate problems, issues and practices which they are dealing with in their own classrooms. Danielson, as cited

in Sergiovanni & Starratt (2007), developed a framework with four domains for the teachers' classroom teaching practice.

These domains are:

1. **Planning and preparing for teaching:** This domain includes the knowledge of content and pedagogy, knowledge of the learners, selecting instructional goals, demonstrating knowledge of resources, and designing coherent instruction.
2. **The classroom environment:** Components of this domain are, namely creating an environment of respect, establishing a culture of learning, managing classroom procedures, and managing student behaviour.
3. **Instruction:** This includes six components, such as communicating clearly and accurately, using questions and discussion techniques, engaging the students in learning, providing feedback to the students, demonstrating flexibility and responsiveness, and assessing student learning.
4. **Professional responsibility:** This domain includes reflecting on teaching, maintaining accurate records, communicating with the families, contributing professionally to the school and society, growing and developing professionally, and showing professionalism (Sergiovanni & Starratt, 2007).

In this study, the trainee teachers' professional practice was analysed, focusing on the first three areas listed above. Some of the professional responsibilities listed in the fourth item such as communicating with the families, contributing professionally to the school and society and growing and developing professionally require the trainees' continuous and longer stay in the teaching profession., However, the participants in this study stayed in primary school teaching only for a few weeks, so they did not have the time to perform the professional responsibilities mentioned above.

3.7 Conclusion

In this chapter concepts in EFL teacher were discussed in detail. I explained that EFL teacher education is a complex process that is founded on the education policy of the nation, a proper screening system of the teacher trainees, and implementing an appropriate training system.

The model in figure 3.2 represents the theoretical framework developed by me for English teacher training.

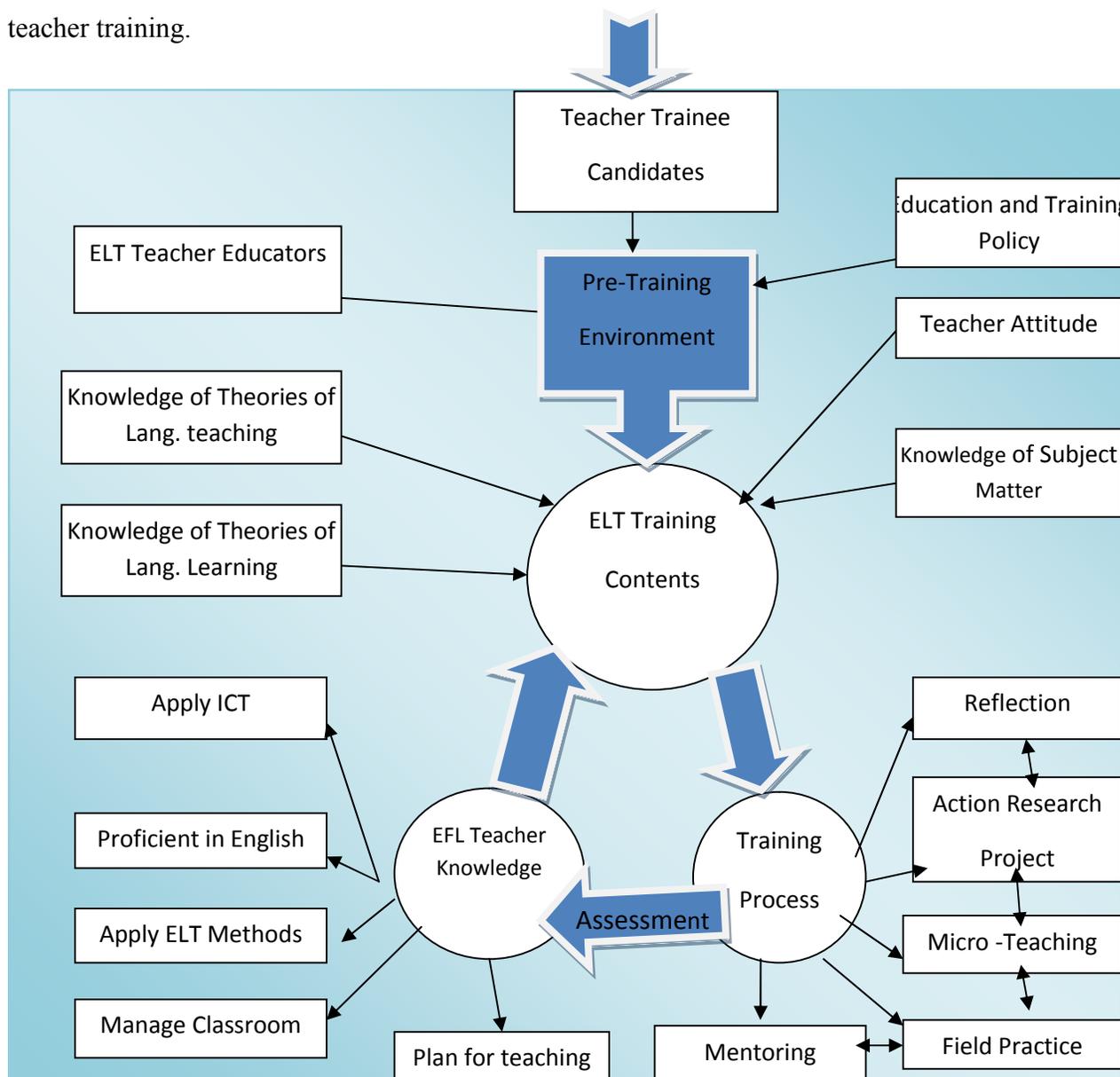


Figure 3.2: A theoretical framework for English teacher training

In relation to this study, a primary EFL teacher training should target on a comprehensive change in the trainee teachers' beliefs, knowledge and skills. If this comprehensive EFL teacher-training framework is implemented effectively in the ELT teacher training, the teacher education program will prepare teachers who have the potential to integrate technology into teaching.

CHAPTER FOUR

4. THE RESEARCH METHODS

4.1 Introduction

The previous chapter presented a review of the literature related to the area of teaching and learning of English language both in the local and international contexts. In this chapter, I outline the methods applied in this study.

Research methodology is a practical step that the researcher adopts in the research journey. At each operational step of the research, the researcher selects the best research paradigms, methods and procedures which will help him/her have the most reliable outcome or achieve the research aims (Dawson, 2002).

In this chapter, the aims and the purpose of the study are first introduced. Next, follow the research setting and the philosophical assumptions of the study. Then the research design and approach are discussed. Following these, a description of the study area, the sampling techniques and the data collection tools are presented. Then, the data collection procedure and methods of data analysis are discussed. Next, issues related to research ethics and validity and reliability are explained in detail. Finally, the limitations of the study and concluding points are presented.

4.2 Aims of the Study

The research aimed to investigating the impact of pre-service language teacher training, the academic characteristic features of the trainees and the trainers on the trainees' post-training practice. The aim was specifically to ascertain the effect of the training of the ELTM course on the pre-service primary English language teacher trainee teachers' post-training practice. To achieve these aims, I tried to answer the following three questions: What is the impact of the course training of the English language teaching methods on the pre-service primary English language trainee teachers' post-training classroom practice? What is the pre-service primary school English language trainee teachers' understanding of the ELT methods? How

can the course training in the English language teaching methods be improved? In order to answer these questions, I selected appropriate research methods as will be described in the following sections.

4.3 The Purpose of the Study

The purpose of studying the impact of pre-service primary English language teachers' training in Ethiopia was to suggest a framework on how the existing teachers' training at the diploma level may be improved. Based on the findings of the study, I developed improved ELT teacher education framework that can serve as an input for the TEIs and ELT teacher training policy makers.

4.4 The Research Setting

As was mentioned earlier, the aim of this study was to investigate the impact of pre-service primary English language teacher training, the academic characteristic features of the trainees and the trainers on the trainees' post-training practice. The rationale for conducting this study was to assist primary school ELT teacher education institutions to equip their trainees with the necessary understanding of the ELT methods, pedagogical skills and attitudes towards English language teaching in particular, and the outcome was to improve the ELTM training.

The study was conducted in the South Nations, Nationalities and Peoples Region (SNNPR) of Ethiopia. This region was selected because I have taught ELTM courses for the last 10 years at higher education institutes in Ethiopia and has experience of teaching in the ELT teacher education.

4.4.1 The Research Paradigm

A *research paradigm* is a comprehensive model that guides particular research such as the practices/approaches and methods implemented in the research (Willis, 2007). Research paradigms in general are classified into four, namely positivism, constructivism, interpretive and pragmatism (Guba & Lincoln, 2005). According to Mertens (1998), a research paradigm is comprised of three things; these are ontology, epistemology and methodology. *Ontology* refers to how reality is viewed. Firstly, the nature of the knowledge and the relationship

between the learner and the knowledge is called *epistemology*. Thirdly, the term that includes the methods and the approaches the learner uses to acquire the knowledge is called *methodology*. Among the research paradigms, this study is aligned to the constructivist research paradigm.

The detail of how this study is attached to this paradigm is explained in the following section.

4.4.1.1 Constructivism as a Theoretical Framework

The term ‘theoretical framework’ is a combination of two separate words –‘theory’ and ‘framework’. *Theory* is a statement that explains how things are connected. Its purpose is to explain why things happen as they do (Evans, 2002:186). According to Merriam (1998), as cited in Evans (2002), a *framework* is the development of categories, properties, and tentative hypotheses whereby the collected data gradually evolve into a certain theory. The theoretical framework monitors the route of further data collection. Deriving a theory from the data involves both the integration and the refinement of categories, properties, and hypotheses.

In this study, the constructivism paradigm is preferred because in an EFL classroom research, knowledge is constructed through experience, and this knowledge is accumulated through sharing the experience and involvement in various interactions in the search for knowledge (Mertens, 1998; Robson, 2002). Therefore, I preferred this framework in order to achieve the aims of the study.

The following section discusses the theoretical assumptions of this study in the light of the constructivist paradigm. The ontology (what reality is), epistemology (how the reality/knowledge is learned) and methodology (approaches we prefer to learn this reality), as defined by Mertens (1998), are discussed briefly.

4.4.1.2 Ontology

In this research, it is believed that reality is constructed. The constructivists believe that knowledge is acquired through the learners’ interaction among themselves (Robson, 2002). Thus, reality is constructed socially by people who have different world realities. This implies

that reality is not permanent but changes over time, as opposed to positivists (Mertens, 1998). Because of the multiple realities, it is important to collect, organize, interpret and construct the views of people in some manner.

The construction, organization and application of knowledge is similar with the way pre-service EFL trainee teachers construct, organize and use their EFL knowledge of teaching and learning. In the context of this study, it is assumed that the trainee teachers construct their knowledge of English through the theoretical and practical training they gained at college and through their practicum/school environment experiences. The new knowledge and the experiences they gained lead them to construct new meanings in respect of teaching and learning of EFL. Therefore, this study assumes that new knowledge is not discovered by imposing the individual trainee to instruction, rather it is constructed by the individual's active involvement, organizing and reflective power of both the taught and the practical ELT pedagogical assumptions.

Specific to this research setting, the ontology of constructivism can be applied in English language teacher education through reflective practice. As the constructivists believe that people interact with each other, this serves as a tool for training through the reflective method of creative meaning which comes from the trainees' interactions. This constructivism view of learning can be conceptualized as a series of four interrelated processes of noticing, comparing, reflecting and interacting (Hinkel, 2011).

4.4.1.3 Epistemology

As reality is socially constructed, it needs the researchers to interact with people. It is the researcher's duty to understand the complex interaction from the angle of the research participants. Both the researcher and the research participants influence each other, as opposed to the positivists who believe that the researcher and the participants are independent of each other (Mertens, 1998).

In relation to how the reality is constructed, the study adopts the constructivist principles of learning and teaching (Liddicoat, Scarino, Papademetre & Kohler, 2003), which are indicated as follows:

1. Active construction: Learning is viewed as involving purposeful, active engagement and creating meaningful interaction with others. Therefore, reflecting on the self and others' views exists in the active learning context.
2. Making connections: Connections are made between existing and new understandings and between previous and new experiences. In language teaching and learning, the new experience can be understood through which the students connect, re-organize, elaborate and extend their existing understanding.
3. Interaction: Learning occurs through interaction. Interaction means developing one's own understanding from the relationship between one's own knowledge and that of others.
4. Reflection: Learning involves awareness of how individuals think, know and learn about language, culture, etc.
5. Responsibility: Learning is dependent on the learners' attitudes, personalities and values, developed over time (Liddicoat et al., 2003).

The epistemology of this study relies on the constructivist paradigm due to the qualitative nature of the data sought for the study. Searching for qualitative information needs the close attachment of the researcher to the problem of the study and the participants (Best & Kahn, 1993; Robson, 2002). Due to this, I created meaningful interaction with the participants during the interview and observation sessions to make them feel at home. The findings of the study were organized by contrasting the trainees' understanding of the concepts in ELT and how they practiced them during the actual teaching lessons. The ELTM theoretical knowledge of the trainees was revealed through interview sessions. Finally, the trainees' understanding and practice of the ELTM was linked to the theoretical knowledge they received during the ELTM course training.

4.4.1.4 The Research Paradigm

The constructivist paradigm is guided by the assumption that people have patterns of experience. They order and make sense of their environment. The order or pattern derives from their shared social interactions (Hinkel, 2011). Similarly, the qualitative research method focuses on the context and experience of the participants and finally interprets the data. Due to this assumption, this research paradigm dominantly used the qualitative inquiry to track the participants' understanding and practices of the content of the training they had received.

The data collection methods used in this study included observations, interviews and document analyses (Mertens, 1998; Robson, 2002). Lesson observation was used to collect the participants' classroom practices. Following this, in-depth interviews were conducted with the participant teacher trainees. In addition, the interviews helped to verify, clarify, or alter what was observed. The observation also helped to grasp the full understanding of the classroom incidents. Other important sources of information were documents like course modules and lesson plans that were prepared by the trainees.

4.5 The Research Design

According to Nunan (1991) and Jensen and Jankowuski (2002), a *research design* is an arrangement of conditions for data gathering and analysis which are both relevant to the research purpose and manageability in procedure. In other words, it is the conceptual structure within which research is conducted. It constitutes a road map for the collection, measurement and analysis of data.

Regarding this study, I adopted an exploratory-interpretive research design. This design involves qualitative data and interpretive analyses. The data found were explained in statements. Nieuwenhuis (2007) refers to the three core elements in a qualitative study as a cyclical process of noticing, collecting and reflecting on the data collected. Specifically in this study, I took a note of various incidents I noticed at each stage of the research such as during the primary school English lesson observations and the analysis of documents (lesson plans and the ELTM course modules). Then, I looked for answers regarding the ELTM training impact on the participants' ELT knowledge and their teaching practice. The focus was

specifically on the trainees' theoretical knowledge of language teaching and learning, how the trainees plan their lessons for their English language teaching, how they implement the plan, what teaching aids they select and which assessment tasks and feedback system they implement.

This study is a case study. A case study is preferred because it gives a very rich and vivid description of events, supported by several sources. Cohen and Manion (2007) explain that a case study strives to show what something looks like in selected contexts, and describes the participants' behaviour, thoughts and feelings in that particular context. Similarly, this study investigated the impact of the ELTM course training on the understanding and the practice of the theoretical concepts of ELT of the pre-service primary English trainee teachers. I hope that the findings of this study will contribute to modify the ELTM training in a more effective way.

During the data collection, I was closely engaged in searching for the accurate information of all the data sources because of the complex nature of the problem. During the interview and the observation sessions, I paid attention to both the actions and the words of the trainees. Their expressions were carefully coded into segments of the thematic areas. After the data collection, I interpreted and discussed on my personal reflection relying on the consulted literature. In this method, I answered the research questions.

4.6 The Research Approach

There are two popular approaches/methods in research based on what type of data is needed and how they were collected. These are the *qualitative*, the *quantitative or a mixture of the two* methods. The qualitative research method, which this study is concerned, focuses on subjective assessment of attitudes, opinions and behaviour. Research in such a situation is highly dependent on the researcher's insight and impressions. This research approach generates results in non-quantitative form that is not subjected to rigorous statistical analysis (Kothari, 2004). Best and Kahn (1993) also state that qualitative research involves observing and asking. It describes events and persons in detail without the use of statistical data. The

research instruments used as part of the qualitative approach were documents, an observation checklist and an interview schedule.

The purpose of using a qualitative approach in this study was to have detailed information on the research problem. The qualitative approach allowed me to collect the necessary information and put together on the findings. During the interviews, I used techniques such as paraphrasing and modifying the interview questions to probe participants' level of understanding of the concepts of ELT covered in the training. During the lesson observations, too, the qualitative nature of the design enabled me to describe the situation and the events in a more detailed and meaningful way.

4.7 Description of the Study Area and the Population

Ethiopia is a federal state in East Africa. The country consists of nine administrative regions. One of these regions is the South Nations, Nationalities and Peoples Region (SNNPR), and its capital city is Hawassa. This study was conducted at one of the teacher education colleges in this region. The goal of teacher education colleges in Ethiopia is to improve the quality of the teaching profession by ensuring the better management of the trainee teacher intake, the strengthening of the teacher education programs, the enhancing of the practicum experience, providing better English language support and continuously upgrading the teacher educators professionally (MOE, 2010).

4.8 Sampling Techniques

A non-probability purposive sampling technique was used in this study. This sampling method was used because it is recommended mostly in a qualitative study. In a qualitative study, detailed information is needed from samples who are supposed to give rich information related to the problem of the study. In this type of study, a researcher selects persons who have specific characteristics which make them to be selected to participate in the study (Bogdan & Biklen, 1992; Johnson & Christensen, 2004). In this study, graduating class pre-service primary ELT trainee teachers were preferred because they have studied all the methodological courses and participated in the independent practicum.

In terms of the number of participants, six pre-service primary English language trainee teachers from the final year at Hawassa College of Teacher Education were selected. The number was limited to only six because of the nature of the case study design and the qualitative approach employed in the study. A case study and a qualitative approach by its nature limit the inclusion of a large number of participants (Mertens, 1998).

In a purposive sampling design, the samples may not necessarily be statistically representative. The term purposive sampling is often used to show that data is sought from deliberately selected participants who provide more detailed information to the study. Male and female respondents were also selected on the basis of the proportional representation of the population, and to collect a more descriptive and gender unbiased information that enabled me to achieve the objective of the study.

4.9 Data Collection Tools

4.9.1 The Observation Checklist

Observation is an important technique of data collection because it gives direct information, since people do not always do what they say they do. Classroom observation gives first-hand information about the teachers' classroom practice. It is more reliable than interviews or what the practitioners say about themselves (Cohen & Manion, 2007). Particularly, an observation checklist is the best tool to capture the classroom situation which may not be possible to obtain by administering a questionnaire or by means of an interview (Wajnryb, 1992). Moreover, it enables the researcher to discover detailed data that the participants may not feel free to provide through any other means (Cohen & Manion, 2007). The other reason for using classroom observation in independent teaching/practicum is that it is more natural than micro-teaching since the trainees' real classroom practices are best demonstrated when they are exposed to the classroom situation. Hence, this study used an observation checklist because it enabled me to describe the classroom reality that may be impossible to obtain by administering a questionnaire or an interview schedule.

Specifically to this study, the main purpose of the classroom observation was to collect data related to trainee teachers' ability of implementation of the training knowledge and skills they

got from the ELT course both in the subject matter and the second language teaching pedagogy. Thus, it was essential that the evaluation included classroom observations. A two round lesson observation of six EFL teacher trainees were made.

The observation checklist (see Appendix B) was designed by me in accordance to the framework of the English Language Teaching Methods/ELTM course as presented in the syllabus. The major themes included in the observation checklist were the effectiveness of the learning objectives of the lesson, the application of the major stages of lesson delivery, follow-up activities, assessment techniques, the learners' participation and the use of teaching aids. The checklist also included a general comments section that I used to write notes of my overall impression of the classroom. With the help of the checklist, classroom observations were conducted twice for each participant trainee teacher. Each observation lasted for 40 minutes. Two rounds of observations were made to add to the reliability of the findings.

In summary, the observation checklist was important in answering the research question that sought to assess the impact of the ELTM training on the trainees' post-training classroom practice. I observed the lessons from the beginning to the end to obtain a full picture of the lesson that, in turn, contributed to the reliability of the findings.

4.9.2 The Documents

The documents used in this study were the ELTM modules and sample lesson plans prepared by the participants.

First, the English Language Teaching Methods I, II and III course modules which were designed by the MOE of Ethiopia and currently being used were examined in order to ascertain the trainee teachers' expected level of classroom practice. The analysis focused on the course organization and the ELTM course contents. A careful inspection of these document helped me to know how the ELTM training materials were organized. This is essential because I believe that the ELT teacher training material has a direct impact on prospective trainee's ability of teaching English during post-training practice. It is my strong belief that the way the ELTM course material is organized exerts a strong impact on the

quality of the classroom practices which justifies my attempt to look into the modules the MOE has ratified for TEIs to train pre-service primary school English language teachers. My interest to analyze the course material emanated from my dissatisfaction with the English language proficiency of upper primary school students when I was supervising the English language lessons of the teachers teaching at that level. So, it seemed important to examine the ELTM training module to find out its adequacy and appropriateness to equip teachers with the knowledge, skills and attitude that are expected from the teachers in the English classrooms. In addition to this, indicating the gap in the training documents helps the MOE to support its attempts to provide training to in-service English language teachers.

Secondly, the sample lesson plans prepared by the student-teachers for the practicum lessons (see Appendix C) were also analysed to examine the trainees' understanding of the instructional planning skills. The lesson plan evaluation criteria included the appropriateness of the lesson objectives, the alignment of the defined objectives with the content of the lesson, the roles of the teachers and the students in the lesson, assessment procedures and the suitability of the teaching aids to the lesson.

The analyses of the documents were important in the study for two reasons. Firstly, the analysis of the course content helped me to identify the focus areas for the data collection process and to form the research themes. The data collection tools were also structured on the identified areas. Secondly, the analysis of the lesson plan was made to see the impact of the training on preparing the trainees for the planning and implementation of the instruction. It also served me as a map or guide during the lesson observation.

4.9.3 The Interview Schedules

Semi-structured interviews were used to collect the data from both the trainees and the teacher educators. According to Gradman and Hamania, (1991), a semi-structured interview is quite advantageous as the interactions in this type of interview are incredibly rich, and the data collected through this type of interview can be more flexible than the structured interview. Semi-structured interviews also give more personalized information. This form of interview was preferred because it is advantageous to guide the discussion. In addition, it is more

flexible and likely to yield important information which may not be planned earlier (Leedy & Ormrod, 2005b). It also improves the chances that the information elicited is accurate and complete (Gradman & Hanania, 1991). An interview by its nature needs a skillful researcher. Experienced researchers thus, in most cases, use an interview guide because it makes the flow of the information easier and structured by providing a list of topics to be covered during the interview. However, its structure does not necessarily obligate the interviewer to cover the topics in that particular order (Darlington & Scott, 2002).

Using the interview schedule (see Appendix A), the six sample trainee teachers were interviewed. The questions focused on checking the trainee teachers' understanding of the ELTM concepts related to EFL learning objectives, the major stages of lesson delivery, the learning task design, assessment techniques, the learners' participation, and use of teaching aids. The interviews were conducted using pre-planned questions but supplementary questions were also asked when needed.

4.10 The Data Collection Procedure

First, the English Language Teaching Methods I and II (PCK I & II) and the ELTM modules were evaluated to find out the extent to which the teachers were prepared at the completion of the course. Along with this, the comprehensiveness, organization and depth of the contents of the course were analysed. The analysis of the course content is beneficial because it shows the validity level of the material and helps to suggest a comprehensible ELTM training framework (Cohen & Manion, 2007). Therefore, I analysed the content of course material/syllabus in line with the theories and principles of the ELT. Relying on the newly developed framework, the standards of effective EL teacher training areas were recommended. However, for the purpose of evaluating the impact of the training, only the areas included in the ELTM course material were used as reference.

A semi-structured interviews were conducted with the student-teachers' in order to get the participants' thoughts and opinions on the ELTM course and its implementation. Open-ended items that address the research questions were prepared. The trainees were asked to reflect on their understanding of the course contents, such as second language learning and teaching,

instructional design, planning a lesson, lesson delivery, assessment, and classroom management during the time they were engaged with the ELTM courses. At the end of the ELTM course, the participant trainee teachers were asked to reflect on the impact of the ELT training they had during the course work. The interviews were audio-recorded. The recording was done according to the consent between the participants and me (the researcher), as recommended by Bogdan and Biklen (1992). These scholars advise that the information the participants provide should be kept confidential. The aims and contents of the study and to whom the results would be accessible were explained to the participants in the consent form before they were recorded.

After the interviews, the sample trainee teachers' practical teaching classes were observed. The observations were carried out during the trainees' practicum teaching. As their final assessment task to complete the modules ELT Methods I-III), the students had to conduct independent teaching during practicum. The practicum required of them to conduct lesson preparation and presentation at one of the primary schools to indicate how they manage the teaching of the English language in the actual classroom situation. The standards developed, as mentioned above, were used to evaluate the teachers' practice. During the practicum, I made two-round observations of each student-teacher. The observation played a leading role to determine to what extent the training they received during the three ELTM courses impacted on their understanding, attitude and practices. Also, documents such as lesson plans and test items prepared by the student teachers for the independent teaching were collected.

4.11 Methods of Data Analysis

In this study, the data gathered through qualitative methods such as documents, interviews and observations were analysed textually and organized thematically. First, the data collected by means of each research instrument were analysed separately. The document/ ELTM course material was evaluated in comparison to the dimensions of effective ELT training as suggested in the literature, and then the findings were summarized thematically. The data from the interviews were recorded and transcribed before the analysis was made, as recommended by Cresswell (2003). The data that were collected through the interviews were

placed in tabular form and then discussed in statements. The responses were analysed thematically. Miles and Huberman's (1994) model of thematic analysis was specifically implemented. This model employs four phases of analysis, namely data collection, data reduction, data display and conclusion. I preferred this model because it is a more flexible way of data management. It gives the researcher a mandate to omit the data that do not go with the research aim. Thematic analysis is also important in that both implicit and explicit ideas can be described; it is more than the counting of words (Henning, Van Rensburg & Smit, 2004). Before the themes were developed, the trainees' responses were coded according to their relationships. Then the chunks with similar meanings were grouped into categories. Finally, the data from all the categories were further collapsed into themes which are also aligned to the research questions.

Figure 4.1 summarizes the procedure of the research.

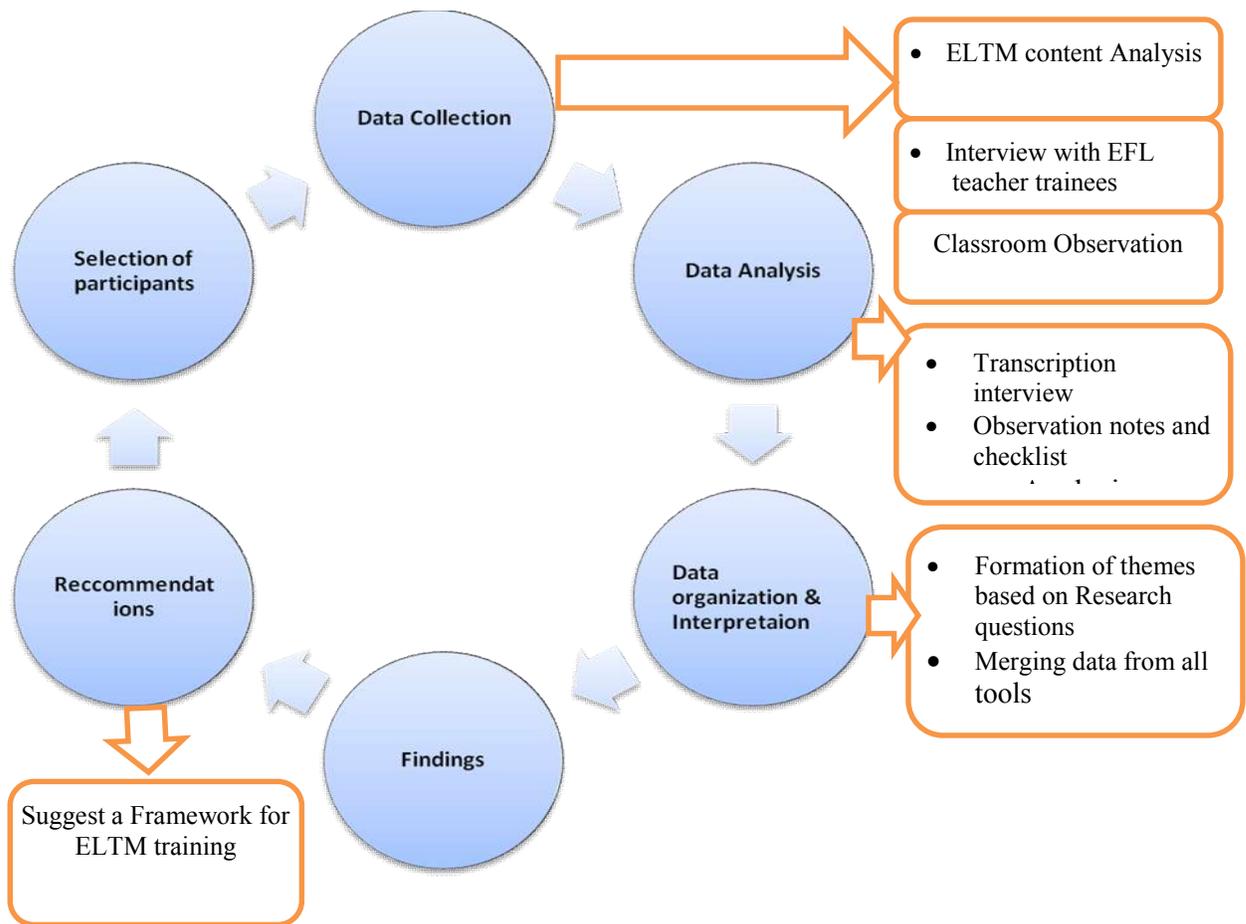


Figure 4.1: Summary of the research procedure

The above figure shows the map of the research process, starting from the sample selection to the research output. I used this map of the research methods to have a clear idea of what to do in each phase of the research journey. The map also helped me to concentrate on the proposed study procedure.

4.12 Ethical Considerations

As stated in the section on the sampling technique, the participants were graduating student-teachers who were enrolled in a pre-service primary school ELT teacher training program in their third year of study in the year 2016.

Research involving human being demands that permission be obtained from the participants. Relying on the work by Bogdan and Biklen (1992), I explained to the participants the aims of the study and how their responses would be kept confidential and anonymous (Heiman, 1999). Then, I obtained permission from the participants to collect the necessary information from them. I gave them my contact address if they wished to ask for clarification at any time. Then, after negotiating these issues, I provided them with a consent form (Appendix E) and made them read and sign on it to confirm their participation in the research (Berg, 2001). The anonymity of the participants was intended to save them from any potential risk that their participation may have on their lives. Regarding the privacy of the information, I guaranteed them that the information they provide would be kept confidential, and that their personal information would not be publicized without their will. For the best conformity of me (the researcher) and the participants, I adopted a comprehensive ethical guideline developed by Berg (2001), explained as follows:

1. Before starting and throughout the investigation, I cleared the worry of harm and how the research would benefit the group.
2. I introduced myself and my role throughout the research.
3. I established a direct and convenient line of contact with the participating individuals if they wish to withdraw from the research process.
4. I encouraged openness to accept feedback from the participants.
5. I demonstrated respectfulness, privacy and disclosure of the copy of findings if they wish to.

In addition, I obtained a letter of permission from the selected TEI and an ethical clearance certificate from UNISA, the requirements of the university before collecting the data (see appendix G).

From the discussion on ethical issues so far, it can be concluded that the research process needs the researcher's engagement in the enquiry and dissemination of the results. The above activities, as part of the research integrity, contribute to the credibility of this research findings. In addition, the consent gave the research participants the confidence to provide the information freely during the data collection, and this in turn, added to the quality of the research.

4.13 Issues of Validity and Reliability

Validity and reliability in research refer to the credibility of the research as a whole (Cresswell & Clark, 2007). *Validity* refers to the extent an investigation measures what it is supposed to measure, whereas *reliability* is concerned with the consistency of the research results if the research went through other equivalent method (Cresswell & Clark, 2007; Nunan, 1991).

There are different types of validities. The external and internal validity are referred in most cases (Creswell, 2009). These different forms of validity have different attributes. The external validity of a research determines the degree to which the findings may be generalized (Trochim & Donnelly, 2006). It is related to the applicability of the research results in other contexts apart from the current study area. In addition, the external validity of a research project can be strengthened by using adequate samples (Creswell, 2009). In this study, however, I used the detailed enquiry on few sample trainees than including large number of samples. Six pre-service primary school EFL trainee teachers were selected. The detailed information on the trainees' understanding and their teaching practice was collected and analysed to arrive at a sensible conclusion. In addition to this, a proportional sampling enhances external validity. Trochim and Donnelly (2006) state that the external validity of a research can be strengthened by saturating the data. For this purpose, two rounds of observations were conducted with each participant in order to collect adequate data. In addition, I analysed the data from all the sources over and over again to ensure that the themes, explanations and interpretations make sense.

The other aspect of validity, internal validity, examines the potential causes of specific issues (Creswell, 2009). Internal validity provides the basis for evaluating specific associations between causes and effects. Such an analysis examines the potential causes of specific issues addressed in the research. In this study I addressed issues related to the ELTM course training system. This allowed me to present a full picture of the problem under study.

The credibility of the research methods (qualitative, quantitative or a mixed-methods) should be emphasized before deciding which of the methods to adopt because each has its own advantages, depending on the purpose and situation they are used for. For example, a qualitative method is less valid and reliable than quantitative method (Nunan, 1991). However, the validity of qualitative research can be increased in some ways, according to Yin (1984, as cited in Nunan, 1991:80). Some of these methods are, namely by establishing correct operational measures, making casual relationships with the participants, and defining the domain of the population. In this study, I employed a purposeful and proportional sampling frame that includes a balance of gender, and the previous semester's academic record of the trainees.

In order to increase reliability, Nunan (1991) suggests strategies such as less researcher interference, multiple/participant researchers, peer examination and mechanically recorded data. In this study, observable student/teacher classroom behaviours were focused on classroom observation. The interviews and the classroom observation sessions were recorded with an audio and a video respectively to add to the reliability of the findings.

Qualitative research methods demand the use of multiple data collection tools (triangulation) to increase the reliability of the findings (Cresswell, 2003; Jupp, 2006). Relying on this, I used interviews, observations and documents to increase the reliability of the study. Also the period of observation was long enough (eighty minutes for each participant) to get in-depth data.

4.14 Limitations of the Study

One limitation of the current study is on the number of samples included in the inquiry. A case study design and a qualitative approach by their nature limit the inclusion of a large number of participants (Mertens, 1998). Due to this, the case study was done with a limited number of trainees. However, the judgments of the qualitative data were made with the researchers' close eyes and ears. In addition, due to financial and time constraints, the study was confined to pre-service primary school EFL trainee teachers at one College of Teachers' Education.

4.15 Conclusion

This chapter began with a brief description of the research aims. Then the outline of the methods applied in this study was presented. The setting, the paradigm, the methods and procedure of this research were discussed. Then, the data organization and analyses methods used in the study were explained in detail.

It was also mentioned that a non-probability purposive sampling technique was used. This technique was used because it is mostly recommended in a qualitative study. In a qualitative study, detailed information is needed from samples who are supposed to give rich information relating to the problem of the study. I also discussed the research instruments that were used in the study. These are observations, documents and interviews. Finally, the chapter was ended by explaining the methods and procedures of data presentation, analysis and discussion.

Next, chapter 7 presents the data from the lesson observations and the analyses of the documents.

CHAPTER FIVE

5. PRESENTATION OF THE DATA FROM THE LESSON OBSERVATIONS AND THE DOCUMENT ANALYSES

5.1. Introduction

In chapter 4, the issues relating to the methods of the study were presented in detail. This chapter provides the data collected through lesson observations and document analyses. The data analysis is presented in statements. The data from these research instruments constitute the first theme among the three identified data themes. The chapter first presents the context of the study and the profile of the pre-service primary school EFL trainee teachers in Ethiopia. Next, sections on data from the lesson observations and the document analyses are presented. Finally, the chapter ends with conclusions.

The concern with this study was to investigate the impact of pre-service language teacher training, the academic characteristic features of the trainees and the trainers on the trainees' post-training practice in the Ethiopian context. More specifically, the study attempted to indicate the impact of the course English Language Teaching Methodology (ELTM) on the trainees' understanding of the core contents of the course and the actual classroom teaching practice. For that purpose, the study tried to answer the following three research questions:

- 1) *What is the impact of the training in English Language Teaching Methods on the pre-service primary school English language trainee teachers' post-training classroom practice?*
- 2) *What is the pre-service primary school English language trainee teachers' understanding of the ELT methods?*
- 3) *How can the training course of English Language Teaching Methods be improved?*

These questions served the purpose of illuminating the current status of the pre-service primary school ELT teachers' training program in Ethiopia in order to propose an alternative ELTM training model for better qualified teachers. The model may assist the primary school ELT teacher educating institutions to equip their trainees with the necessary understanding of

the ELT methods and skills and of the teaching of the English language in particular. This chapter presents data intended to answer the first question ‘What is the impact of the training in English Language Teaching Methods on the pre-service primary school EFL trainee teachers’ post-training classroom practice?’

The study was conducted at a college of teacher education which is found in the South Nations, Nationalities and Peoples Region (SNNPR) of Ethiopia. A qualitative research inquiry was used to capture the participants’ understanding and practices of the ELTM training they had received during their three years of training. Due to the nature of the qualitative study, a purposive sampling was used to select the participants. Six third (final) year ELT trainee teachers were selected, and detailed information was collected. To collect the data for the study, observations, interviews and document analysis procedures were used. A lesson observation was used to collect the participants’ classroom practices. The observations were carried out during the trainees’ independent teaching practicum. As part of the final assessment of the ELTM modules (I-III), the trainees conducted an independent teaching practicum. The practicum required from them to do lesson preparation and presentation in one of the primary schools in the region to practice their teaching skills in the actual classroom situation. The observation served to determine to what extent the training they had received during the three ELTM courses impacted on their understanding, attitudes and practices. Therefore, two lessons of each participant were observed. The lesson observation was audio and video recorded. The trainee teachers had to put a mini audio recorder on the best convenient part of their clothes. This covered almost all the classroom conversations. In addition, the lessons were video recorded by a trained person to capture the interaction of the trainee teachers and the students. The recordings complied with the ethical issues that were explained in chapter four (4.13). In addition, I took short notes on the items outlined in the observation checklist.

The next section presents the profile of the pre-service primary EFL trainee teachers in Ethiopia.

5.2. The Profile of the Pre-service Primary School EFL Trainee Teachers in Ethiopia

One way of gaining insight into the trainees' level of preparedness is in terms of their content knowledge, experience and interest on the training. Next, the teacher trainees are described in terms of their age, their secondary school education level and their socioeconomic conditions.

Concerning the trainees' age, almost all the trainees were young adults between the ages of 15 to 25 years. Except for a few, most of them joined the program directly from the general secondary school education level (grade 10). The ages of the trainees indicate that they were still dependent on their family and had just been departed a family home. They started their independent lives renting houses close to the colleges where they attended the training program. Shouldering their own responsibility of house chores added a greater burden on their training. In terms of teaching experience, all of them did not have any prior teaching experience.

In terms of their academic background, the results of nearly all of them were low in the general secondary school leaving certificate examination, which ranges from 2.00-2.30 points on a 4.00 points scale. Usually, the minimum entrance grade point for a university preparatory school level (Grade 11-12) is about 2.40. Those who did not succeed in joining the preparatory school then apply to get admission in the technical and vocational education and training institutes/colleges. Usually the students with the best grades among those failed in the university entrance examination preferred to join the non-teacher training colleges like health science, social science, agriculture and business and information technology. Due to this, those students around the lower grade margin (2.00) joined the teacher training colleges as the only other field of study.

The low academic background of the candidate trainee teachers at the college entry point indicates two things. Firstly, it could mean that the candidates do not have a very good knowledge of the English language and skills, although English is the medium of instruction throughout the course of their training. Secondly, it could signify that the candidates did not have sufficient content knowledge in relation to the stream of study they intend to qualify in.

In addition to their poor English language proficiency, they possibly lack the basics of the core contents they studied in the training program. The trainees' poor proficiency in the English language makes the training difficult both for the trainees and the trainers. This situation could result in poorly qualified teachers. The problem becomes worse for those who join the English language teacher training. Their poor proficiency in English at the entry point could call for a bridging course on improvement in the English language or an independent bridging course prior to the main ELT training program. It is then convincing that pre-training should be conducted to upgrade the candidate trainees' academic capacity before they start the main training.

The other important foundation for the quality of teachers is their attitude towards the teaching profession. Those who are enrolled in the teaching profession due to their passion are more likely to be successful in their course work than those who do it due to the fact that no other option is left. To identify the attitudes of the sample ELT trainee teachers on the teaching profession, I asked them why they wanted to be English language teachers. The response of all the trainees was that they joined the teaching profession only because they needed a job.

5.3. Data from the Classroom Observations

The analysis of the lesson observations of all the trainees' classes focused on the areas set out in the observation checklist. The areas are, namely the application of the major stages of lesson delivery, appropriate ELT methods, assessment techniques, and the use of teaching aids.

The main questions emerging from the observation checklist were:

- 1) Was the primary school EFL trainee teachers' lesson delivery appropriate in terms of the pedagogical phases?
- 2) Did the trainee teachers demonstrate the PCK in terms of the implementation of content-specific teaching methods and the CLT principles?

3) Was the assessment method aligned to both the CLT approach and the objectives of the lesson?

4) Did the teacher support the teaching with teaching aids?

The analysis of the data of each primary school EFL trainee teacher's lesson observation is presented below.

5.3.1. The Observation of TT 1's Lessons

5.3.1.1. Lesson Observation 1

a) Profile of the Observed School

For the sake of privacy, the name of the school is not mentioned here. The school is located 10 kilometers west of Hawassa City. It is situated near a highway. In this school two lessons of one trainee teacher (TT1) were observed.

Grade level: 6

Lesson topic: Grammar

Title: Simple Past Tense

Textbook: English for Ethiopia Student Textbook, Grade 6

b) Description of the Observed Classroom:

My first lesson observation was made on the 4th of February, 2016. Before I went to the classroom, I needed to inform the school principal about the purpose of the observation and obtain permission from the school principal. I gave a copy of the letter of permission which I obtained from Hawassa College of Teachers' Education (appendix E). The principal then introduced me to the trainee who was assigned to teach grade 6. The trainee was a female teacher who wore a white teachers' uniform. After we were introduced to each other, we arranged for the afternoon class which would begin at 2 p.m. The duration of the lesson was 40 minutes. The class consisted of about sixty learners. The learners wore blue school

uniforms. According to my observation, the classroom did not have enough space and due to this, it was not convenient for both the teacher trainee and the learners to move about freely during the lesson. In this classroom the learners sat on fixed benches. Each bench had space for 6 learners, and as a result, it was impossible for the learners to work with the learners at their back seats. Towards the middle of the lesson I got the chance to check some of the learners' exercise books. The learners' exercise books were checked only four times in 6 months. This may be due to the large number of learners in the class.

c) Data from the Lesson Delivery

The class showed a warm welcome when we got in. The trainee teacher greeted the class and told the students to open their textbooks '*English for Ethiopia Student Textbook Grade 6*' on page 38, and explained that the lesson would be on the simple past tense. Then she directed the learners to the grammar notes on that page of the book.

The trainee teacher began by defining the simple past tense. She wrote the definition on the blackboard, namely "*Simple past tense [defined] an action completed in the past t and it [takes] verb 2 form.*" Then she explained the rule to the learners by means of example sentences. Then she checked the learners' understanding by asking some questions. These questions included identifying the past forms of regular and irregular verbs.

As the lesson continued, she had the learners do an activity from their textbook on page 39. It was a 'gap filling' activity with the pas tense forms of the verbs. The activity is given below.

Exercise 3: *Write the past tense form of the verbs below in your exercise book.* Add – ed to the verbs.

Example: cheat..... cheated

1. climb

2. walk.....

After a lapse of some 10 minutes, a number of learners finished the task and brought their exercise books to the teacher's desk where she sat. She checked some 10 learners' exercise

books and then she instructed the rest of the students to stay at their seats. After finishing the feedback on the learners' work, she discussed the answers of the exercises by eliciting answers from the learners whose work was not checked by her. She called volunteers to write the correct answers on the blackboard.

After the answers were indicated, the trainee teacher gave examples of irregular verbs on the blackboard. She illustrated them with some example sentences containing the irregular verbs. The main verbs and helping verbs were part of the explanation. The question forms were also explained. Then she instructed the learners to turn to page 40 and to do the activity. The activity is presented below.

Exercise 2 (B): *Place the correct form of the verbs in bracket to complete the sentences.*

1. Who (be) your English teacher last year?
2. What time (do) you arrive at school today?
3. What (be) the first book you read this year?
4. (be) you playing tennis before?
5. (do) you go to school last Sunday?

After, 5 minutes the teacher indicated that the time was up, and that the exercise would be homework. Then the trainee teacher reminded them to complete the work at home, and we came to the end of the class.

1) Phases of the Lesson

TT1's lesson was not organized according to the stages of lesson delivery recommended in the ELTM training. For example, at the beginning of the lesson, the teacher was expected to link the new lesson with the previous one, contextualize the new language item, communicate the lesson objectives, and provide details of what she expected from the learners. However, TT1 did not do this. She simply introduced the topic and told the learners to go to the notes in their textbooks. Then she started with giving an explanation of the grammar. She emphasized

the rules by providing isolated sentences. The middle part of the lesson was used by the learners doing activities in their books. Then the lesson ended, because the time was up before the planned task was completed. Generally, the trainee demonstrated that she did not possess skills in organizing the lesson.

2) The Implementation of PCK

Teaching grammar should include form, meaning and use. However, TT1 was more interested in the learners' knowledge of the rules of the past tense. She spent most of the lesson time explaining how past tense verbs are formed, though there was an attempt to address the meaning of the past tense. However, the form and the meaning did not take a certain communicative function. For example, the trainee teacher could have related the form to what the learners did the day before to use it in certain social context.

The CLT recommends a balance between accuracy and fluency in teaching a certain language item. On the contrary, throughout the lesson the teacher was focusing on developing accuracy. There were activities that helped them to identify the regular and irregular verb patterns. The activities also made the learners practice the past tense in writing. However, there was no attempt by the teacher trainee of making the learners speak about the past events using the learned rules.

In terms of the learner interaction, this lesson did not give them the opportunity to work in pairs or in groups. The learners were instructed to do the activity individually, and the answers were discussed in 'whole class' level. If the learners had been made to do the work in pairs or in groups, the lesson could have been more interactive and meaningful. In general, this trainee's practice was not correct, according to the principles of CLT.

3) Methods of Assessment

TT1 assessed the learners in a written form only. She gave the class work and checked the first 10 students' work finished first. After correction of the few exercise books, she asked answers of the class work orally, but she gave chance to the non-corrected students. Then she asked the learners to write the correct answers on the blackboard. However, it could have

been more pedagogically appealing if she had implemented the three levels of evaluation-self, peer and teacher correction.

The other aspect of evaluation as recommended by CLT is an alternative assessment that centers on using the new language item in some communicative function. The assessment could have taken the form of dialogue either in a written or oral form. In general, in his lesson TT1 performed poorly in implementing CLT oriented assessment.

4) The Use of Teaching Aids

The only teaching aids TT1 used in this lesson were the blackboard and learners' books. Her use of the blackboard was also poor in that she did not maintain right and left margins, and she did not keep the horizontal lines straight. In addition, her handwriting was hardly legible. In relation to the content of the teaching, the timeline and diagrams are usually recommended to be used in teaching tenses. However, TT1 did not use any supporting visuals to make the lesson understandable and enjoyable.

5.3.1.2. Lesson Observation 2

- a) Profile of the School:** It was the same school that was described in section 5.3.1.1 above.

Lesson Topic: Speaking

Lesson title: Greeting and introductions

Grade level: 5

Textbook: *English for Ethiopia Student Textbook, Grade 5, Revision Unit 1*

- b) Description of the Observed Classroom:**

The lesson observation was made on the 4th of February, 2016. The trainee teacher observed in this lesson was the same female teacher trainee (TT1) who was observed in the above lesson, except for the grade level. This time she was teaching grade 5. The lesson content was taken from *English for Ethiopia Student Textbook, Grade 5*. This lesson was conducted in the

afternoon from 3 p.m. to 3:40 p.m. It was a 40 minutes lesson. The class was as large as the previous one, consisting of about sixty four learners. The learners wore blue school uniforms. This classroom was exactly the same in as the previously observed one. The learners did not have enough space and it was not convenient to move about freely during the lesson. At the end of the lesson we had a tea break, and we had an interview session which lasted for an hour.

TT1 started this lesson by revising some points from the previous lesson. She asked the class only a few questions. The questions focused on the conceptual knowledge of the grammar points she taught in the previous lesson. She asked questions, such as: *What is a verb? How many verb types are there? Who can tell me the definition of a regular verb?* Then she called the names of some of the learners from the attendance list. All the learners tried to answer the questions, but it was difficult for them to answer in English. Then the teacher allowed them to answer in the local language, Amharic. From the learners' response it was evident that they did not understand the concepts. Following the revision of the grammar points, the trainee teacher introduced the topic of the day. It was an oral lesson that presented greetings and introductions. The highlights of the lesson are presented in the following excerpt.

TT1: 'Greetings' are divided into formal and informal. After some explanation of greetings, we will discuss a how to greet in our context. What does 'greeting' mean to you? I want one learner to define a 'greeting' and demonstrate it with me. Yes ... (TT1 calls one student)

S: Greeting is introducing and to meet together.

TT1: Good, 'greeting' is introducing... ok? There are two ways of greeting people. That is a formal greeting and an informal greeting. In a formal greeting, we ... (Explanation continues).

During the interview this teacher claimed that she has a good understanding of the CLT, and she promotes the meaning and not the rule. However, what she did was the opposite. She preferred the deductive method and began the lesson by giving an explanation of the types

and rules of greetings. However, the CLT recommends contextualization before explaining the new language item. Actually, she claimed in the interview that it is difficult to implement the CLT in large classes, which is a wrong belief; this could impact her post-training practice negatively.

Next, the trainee moved on to the demonstration stage. She picked one learner and asked the rest of the class to listen to their dialogue. The learner was frustrated because he did not have any idea of what to say. Part of their conversation is presented as follows.

TT1: Let us greet Zena. Good morning, Zena.

S: Good morning.

TT1: How are you?

S: I am fine.

TT1: My name is Milkyas. I am a teacher in the Department of English.... I am going to introduce myself. Are you a volunteer?

S: Yes.

TT1: I am from Jinka town.

TT1: Learners, look here. When we greet formally, we say Hello, good morning, how are you? When we greet informally, we say, Hi, Are you fine? How about you?

TT1: For today, this is enough. Goodbye, learners.

1) The Phases of the Lesson

In a conventional lesson, the teachers are expected to revise the previous lesson and form a link between the previous and the new lesson. Then communicating the objectives of the lesson to the learners and creating a context to the new lesson should follow. Regarding this, TT1 did only the revision part and failed to create a relationship between what was already

learned and what was about to come. In addition, she did not communicate the lesson objectives to the students. In the main part of the lesson, there were few opportunities for the learners to practice the language function she presented in the lesson. Similarly, she did not attempt to evaluate the attainment of the lesson objectives. In general, the lesson was not successful in terms of its organization.

2) The Implementation of PCK

This lesson of trainee teacher 1 was presented according to a deductive approach. She began her lesson with defining the concepts and an explicit explanation of the rules. Similarly, she emphasized the types and forms of greetings. Throughout the lesson, she was concerned about being correct in forms and the activities were not meaningful. The teacher could have created a context first. For example, she could have asked them to tell her what they did the previous day or last weekend. A list of verbs which represent the daily chores could have been given to the learners to make the lesson communication oriented. Thus, there was no balance between accuracy and fluency. In the interview with her she said that she believed the teaching of integrated skills is essential as a component of language teaching, though she did not show this in practice.

In this lesson, TT1 did not ask the learners to practice the function of greetings and introductions. It was all about the list of different phases to be used in formal and informal situations. So neither of her lessons were CLT oriented. The paradox is that during the interview, she vowed to implement CLT she implemented the traditional rule focused method.

In terms of classroom organization, EFL classrooms favor high student interaction. This can be achieved through pair and group-work. However, neither of TT1's classes demonstrated these modes of classroom arrangement. In this lesson, the learners got the chance to watch the teacher's and a learner's demonstration of greetings. However, it was not organized and did not have the appropriate model phrases.

3) Methods of Assessment

TT1 made some efforts of assessment through oral questioning and homework. The assessment questions were designed on grammar-based criteria not on meaningful communication. However, the CLT assessment should be carried out to achieve communicative function through the activities designed on real-life situations. In short, TT1's lesson 2 assessment method did not comply with the CLT that the trainee was trained for.

4) The Use of Teaching Aids

Similar to in lesson 1, the only teaching aids used by TT1 in this lesson were the chalkboard and the students' textbooks. She made some effort in respect of visual support by writing short notes and examples on the blackboard. She instructed the learners to look at the model phrases and examples provided on the blackboard. The learners found it helpful and showed some motivation to writing. The only weakness on the teacher's side was that her handwriting was not very legible. Due to this, the learners had to ask her to read some of the words that were not clear to them. Not only was the writing of bad script, but also the size of the letters was very small. Most of the learners asking for help were sitting at the back. Thus, it was evident that this trainee teacher experienced limitations in using the blackboard properly. Regarding the text books, almost all the learners had managed to use their textbooks to refer to the activities.

5.3.2. The Observation of TT 2's Lessons

5.3.2.1. Lesson Observation 1

a) Profile of the School

The school was situated within the Hawassa City administration. I visited the school on the 5th and 6th of February, 2016. The observed class level was grade 6. This school has 6 blocks of rooms built from concrete and had glass windows. The school has about 30 rooms being used as classrooms and administrative offices.

Lesson Topic: Grammar

Lesson Title: The Present Continuous Tense

Grade: 6

Textbook: *English for Ethiopia Student Textbook, Grade 6.*

b) Description of the Observed Classroom

This observation of the lesson was done on the 4th of February, 2016. The class was small and it was a bit crowded. On the table was a drawing prepared by the trainee for the lesson of the day. It was a 40 minutes observation lesson which lasted from 8:00 to 8:40, which is the duration of a regular lesson. Before the start of the lesson, I talked to the trainee teacher on some observation procedures. However, I did not communicate the focus areas of the observation to minimize informed actions by the trainee that may alter the originality of the data. In addition, I received a copy of the lesson plan before the observation was done. About the bottom half of the wall of the classroom was painted a bright yellow. The room was more attractive and brighter than the previously observed rooms. There were approximately 68 learners in the class. The learners were wearing pink school uniforms. The lessons of this teacher were audio and video recorded. The same procedure as in TT1's class observation was followed (See section 5.3.1.1).

c) Data from the Lesson Delivery

TT2 started her lesson by checking the learners' homework. She walked to the learners' seats and checked the exercise books of about 15 students by placing pen marks against each question item. She put a tick or a cross against each answer. She focused on accuracy. While she was giving corrections, I had a look at 5 of the students' exercise books and I noticed that TT2 frequently checked the learners' work. There was no pair or group discussion on the answers. For each homework question, the teacher read the item aloud and the learners raised their hands to answer them. The teacher collected the correct answers from the students and wrote them on the blackboard.

Following the discussion of the homework, TT2 started revising the previous lesson. She asked a few questions to see if the learners remembered the lesson topic, for example, “Who can tell me what we learned yesterday?” A few learners raised hands and three learners attempted to explain one after the other but the teacher did not respond to any of them until she got the correct response. It seemed the fourth learner explained well almost. The teacher asked the learners to clap their hands for him. In all the former attempted answers, the teacher did not give feedback. However, I finally discovered that the answers of the previous learners were almost similar to the accepted answer by the teacher. At least, the learners should have been acknowledged for their efforts. The lack of encouragement indicates that TT2 did not understand the role of feedback in the learners’ motivation and progress.

After about half of the lesson time had elapsed, this trainee teacher introduced the lesson topic of the day. It was a grammar lesson, the present continuous tense. The teacher first explained the structural aspects of the present continuous tense. Then the spelling pattern of the verbs taking ‘ing’ was explained by means of a chart drawn by the teacher for this purpose. She drew a table on the blackboard that summarizes the present continuous form with examples. As the explanation continued, some of the learners raised their hands and requested clarification on how to use the forms. The teacher then provided an additional explanation and examples. After she had explained the forms, she gave the class work to do. She gave them a ‘gap-filling’ activity that required the learners to fill in the correct form of the verb given in brackets. She gave individual activity and it took them 20 minutes to complete the task. The activity that was given from *English for Ethiopia Student Textbook, Grade 6* is shown below.

Exercise 1: Complete the sentences in your exercise book by using the correct form of the word in brackets.

1. Abeba is **running** a marathon. (run)
2. I am _____ out of the classroom. (go)
3. The boys are _____ outside. (wait)

4. The artists are _____ for the first time. (assemble)

5. The waiter is _____ coffee to the guests. (serve)

When the activity was completed, the teacher asked the learners to cross-check their answers in groups. Then she asked them to discuss their answers. After five minutes of discussion, she collected the suggested answers randomly. As they answered, the trainee wrote them on the blackboard. Finally, she summarized the lesson and gave them homework from the activity in the students' textbook.

1) Phases of the Lesson

This lesson of TT2 was well-organized in terms of the deductive phases of a lesson although the time allotted for each stage was not proportional. She used almost half of the time on introduction. Regarding the structure, the lesson had introduction, presentation, stabilization and evaluation stages. First, TT2 discussed on the answers of the homework given the previous day. This was important in assessing the learners' progress. However, it seemed to me that the teacher wasted time in trying to correct all the learners' answers. She had better make the students check their answers in pairs or in groups and then do the correction at whole class level.

Towards the middle of the lesson, she explained how a present continuous tense is formed by giving an explicit rule and examples. Then she gave an activity from the textbook and let the learners do the activity individually. Towards the end of the lesson, she made the learners do the correction on their answers in pairs and then at the whole class level. This trainee teacher ended the lesson by quickly referring to the main points of the lesson and by giving homework for further practice. In terms of the lesson structure, TT2's first lesson was well-organized.

2) The Implementation of PCK

Whichever of the deductive or inductive way the teacher uses in presenting a grammar item, the CLT recommends the use of a language item for communicative purpose and places the emphasis equally on accuracy and fluency. However, TT2's lesson was totally focused on accuracy. She used much of the time in explaining the rules and giving example sentences for

the learners to practice the verb forms. However, the teacher could have made the learners talk on what is happening in the classroom. This could easily make the learners apply their knowledge of the present continuous tense in the real life communication.

The nature of the activities created interaction as they discussed on the answers in pairs. This could make the students debate on their differences on the grammatical knowledge. However, had the interaction been on the activity that promoted the use the present continuous tense in some meaningful context, it could have made the lesson more CLT oriented.

3) Methods of Assessment

As discussed above on the analysis of the lesson structure of this trainee, she used peer and teacher assessment strategies. This may benefit the learners in creating a situation where they can learn from one another. However, the assessment technique she used at the beginning of the lesson was not appropriate to that introduction stage. Usually the beginning of the lesson takes less time than the middle of the lesson. This trainee decided to correct all the students' homework herself, which was not a wise decision in the light of the time she had for the introduction stage.

In relation to the CLT, the assessment method employed by TT2 was not successful. The communicative assessment recommends assessing the learners' skills by using the newly learned language items in some social function. However, the activities given by this trainee teacher for the evaluation were merely placing the correct form of the verbs given in brackets in the blank spaces. In addition to the grammar-oriented assessment, the activity was at isolated sentence level, which does not represent any social communicative purpose.

4) The Use of Teaching Aids

In this lesson TT2 made use of the blackboard, a textbook and a flip chart. In using the blackboard, she experienced some limitations. Her handwriting was not very legible due to the small font size. There was not much light in the he class and that had a negative effect on the legibility of her writing. On the whole, the trainee teacher had problems in using the blackboard.

The table summarizing the spelling was important in visualizing the lesson. The learners referred to the table as they did their classwork. As was mentioned on TT2's handwriting on the blackboard, the problem was more evident on the flip chart. In making use of the flip chart, however, TT2 was good. Thus it can be concluded that this teacher used teaching aids properly.

5.3.2.2. Lesson Observation 2

a) Profile of the School:

It was the same school in TT2's lesson observation 1 above (See 5.3.2.1).

Topic: Writing

Title: Describing a process

Grade level: 7

Textbook: *English for Ethiopia Student Textbook, Grade 7*

b) Description of the Observed Classroom

This lesson was the second round of observations of TT2. It was made on the 6th of February, 2016 at 3 p.m., and the lesson lasted for 40 minutes. This room was in the same building as the room in lesson observation 1. The classroom was small and crowded. There were about 59 learners in the class. The lessons of this teacher were also audio and video recorded and similar procedure as in TT1's class observation was followed (See section 5.3.1.1).

c) Data from the Lesson Delivery

TT2 arrived at her classroom 5 minutes early and we had time to talk about the teaching practicum. When the other subject teacher left the room, we went into the classroom. The learners gave us a warm welcome. Then, TT2 started the lesson by introducing the topic. It was a writing lesson. She asked the learners to explain to her how to make coffee. She made them explain in small groups what is done at each stage of making it. After they had spent 10 minutes on this activity, the teacher selected one from three groups and asked them to read it

out to the class. After the learners' description was read, the teacher asked them to pay attention to her. She listed signposting words on the blackboard. TT2 explained the use of signposting words and how a descriptive paragraph is organized.

Then, the teacher showed them a series of pictures that indicate the stages of boiling tea and made them to write a descriptive paragraph on how to boil tea. The activity is presented below, and was taken from *English for Ethiopia Student Textbook, Grade 7*.

Activity: *Write the process of boiling tea with your partner. Also indicate the ingredients and the equipment needed. While describing the process, use sequence words like: First, I make a fire.*

The writing activity took about 15 minutes. The teacher moved from group to group, monitoring the learners. While moving about she explained sequencing words such as 'first', 'second', 'next', 'the', 'finally'. At the end of the activity, the teacher asked the learners to read their paragraphs in pairs. This time the five paragraphs were read out to the class.

The next activity was a 'gap filling' activity where the learners were asked to insert the appropriate sequence word in each blank space. However, while the teacher was writing the activity on the blackboard, the bell rang and the class was dismissed.

1) Phases of the Lesson

What lacks in this lesson was the revision of the previous lesson and the evaluation stages. The teacher immediately started by introducing the lesson. After the introduction of the topic, the teacher gave an explanation on writing a paragraph. The lesson consisted of three activities that actually needed more than 40 minutes.

In terms of the phases of teaching writing, TT2 presented the lesson in a more meaningful way. She created a context and gave the learners adequate information to do the paragraph writing. A model example of a descriptive paragraph was already done before the learners did the main activity. However, an edition guideline was not provided. An edition guide could

have made the learners' take note of the aspects of a good paragraph and the use of the sequencing words that were explained earlier.

2) The Implementation of PCK

TT2 partly implemented the stages of teaching writing. She was good at pre-writing and 'while writing' stages. She tried to contextualize the lesson by giving a brainstorming activity that was related to the lesson's content and the learners' prior knowledge. Then, she taught the sequencing words. In the introduction part, however, TT2 did not make the learners plan for the writing that could prepare the learners for the 'while writing' stage. In addition, a passive voice, which is important in describing a process, was also not dealt with. The activities were almost a fluency centered.

In this lesson, TT2 applied the CLT to some extent. The activities gave the learners the chance to work in pairs or groups. This created interaction among the learners. The interaction helped the learners to integrate their writing with speaking skills. To some extent, the learners got chance to comment on their peers' paragraphs. So TT2 almost implemented method of teaching writing.

TT2 also monitored the activities' progress. The learners were made to describe a process by both speaking and writing. In addition, TT2 employed various questioning techniques. The learners were engaged in the activities and the lesson was mostly fluency oriented. One thing TT2 missed was the edition guideline at post-writing stage.

3) Methods of Assessment

The assessment in TT2's class was not done very well because there was not enough time due to the demanding nature of the activities. Two free-writing activities were given in 40 minutes.

As the learners finished the writing stage, the trainee teacher sought the answers of the activity. However, she did not write the correct answers on the blackboard. This could support

the learners in seeing the correct sentences. Concerning the strategy of giving feedback, it was good that the teacher praised the learners who participated in answering the questions.

At the 'post writing' stage, TT2 did not set a guideline for edition. Here, the guideline should have been communicated earlier in the 'pre-writing' phases. In short, TT2 did not manage the learner assessment.

4) The Use of Teaching Aids

The picture TT2 used depicted the process of making tea was important in visualizing the lesson. The learners referred to the picture as they did the writing task. Also TT2's handwriting on the blackboard was not legible too. In short, TT2 used teaching aids properly although her handwriting needed improvement.

5.3.3. The Observation of TT 3's Lessons

5.3.3.1. Lesson Observation 1

a) Profile of the School:

The school is located on the outskirts of Hawassa City. I visited the school on the 11th and 12th of February, 2016. The school is surrounded by big trees. The school consists of about 8 blocks of rooms built from wood and mud. Almost all the walls were painted. Five of the blocks were used as classrooms. Two of the blocks were used for administrative purposes and as a library services. The remaining block served as bathrooms.

Lesson Topic: Writing

Lesson Title: Paragraph

Grade: 6

Textbook: *English for Ethiopia Student Textbook, Grade 6*

b) Description of the Observed Classroom:

I started the day's work with getting permission for the lesson observation from the school principal. I submitted a copy of the letter of permission I received from Hawassa College of Teachers' Education (appendix E). The principal then introduced me to the English language trainee teachers (TT3) who was assigned to teach at this school. They were male trainees. After we were introduced to each other, we arranged for the first round of observations that morning (February 11, 2016) at 10 a.m. and the second one in the afternoon at 2 p.m. Each lesson observation lasted r 40 minutes. The interview with the trainee interview was conducted after a 20 minute break.

The observed class level was Grade 6. The room was small in size, and it was a bit crowded. In this classroom there were a total of 63 learners sitting on benches which could not move. This room had fixed benches and tables which accommodated four students each. The room had small windows which did not let enough light in. Moreover, the floors were dirty. Scattered papers were used by the learners to clean their dusty benches and desks. Due to the dusty floor, the hot weather and the small windows, the classroom was not very comfortable. The learners wore light blue uniforms.

c) **Data from the Lesson Delivery**

As usual, the lesson was started by revising the previous lesson. After a discussion of the previous lesson, the teacher started to explain what the day's lesson would be about. He immediately introduced the topic, a writing lesson. He asked, "*Who can tell me how to write a paragraph? Don't you remember? You did it in unit 5.*" Here is the teacher's explanation.

T: A paragraph is a group of what?

Ss: Se-n-te-nces [choral response]

T: Good, a paragraph is a group of sentences. How many sentences? Anyone?

S1: Five.

T2: Others? How many?

S3: About half a page?

T: Ok, a paragraph has no fixed number of sentences or lines but it should not be too short or too long, OK?

The teacher's original question was "*Who can tell me how to write a paragraph?*" but he focused the discussion on the length of the paragraph rather than on the process of writing it. I feel he should have reframed the question or made some remarks such as *before we do this*, etc. However, the teacher later came back to his original question.

T: But what should we do first? Almaz, will you try?

Almaz: The teacher gives a topic.

T: Yes, we first think and find a topic. Thank you. Then? I will give you 5 minutes to discuss the process of writing a paragraph, OK? Do it in your groups and tell us, OK? Start.

After the learners had done the activity, the teacher brought the answers to the attention of the whole class. Then, the major phases of writing a paragraph were written on the blackboard. The teacher then instructed the learners to turn to the activity in their textbooks. He gave them an activity which was about the desert life of a camel, with some words omitted from the paragraph. The activity was taken from *English for Ethiopia Student Textbook, Grade 6*, as indicated below.

Exercise 1A: Complete the story below with the given words:

| | | | | |
|---------------|---------------|---------------|------------------|----------------|
| <i>camel</i> | <i>desert</i> | <i>endure</i> | <i>a journey</i> | <i>drank</i> |
| <i>poured</i> | <i>water</i> | <i>was</i> | <i>thirsty</i> | <i>nothing</i> |

The learners did the activity individually but the teacher made them stop before most of them had finished. The learners did not finish the activity due to not having enough time and that did not consider the difficulty level of the activity. The teacher was strict on time management

and kept on insisting for answers from the learners. Later he wrote the answers on the blackboard. Finally, the class ended with the teacher giving them homework. The activity was a bit challenging because it may have been difficult for them to do independent writing before they had had enough practice. The activity is presented below (*English for Ethiopia Student Textbook, Grade 6*).

Activity A. *Discuss with your partner the recent events that have taken place in your area. How have they improved people's lives?*

B. Write a paragraph about what you think life was like 50 years ago.

1) Phase of the Lesson

As usual, the lesson started by referring to the previous lesson. However, it was not revision in terms of language focus areas, rather the trainee simply asked where the lesson ended the previous day. After some discussion, the teacher started to explain what the day's lesson would be about. It was evident from the teacher's words that they had previously done a similar activity. After giving some explanation on the definition and the process of writing a paragraph, he gave them a 'while writing' activity. The activity was a totally a controlled writing type.

The last part of the lesson was not done well. He had to rush against time, and therefore the learners were not able to finish the activity. The summary and evaluation phases were also skipped. Thus, in this lesson TT3 did not implement the phases of teaching writing.

2) The Implementation of PCK

In this lesson, TT3 did his best to make the lesson interactive. He organized the class into groups for the writing activities. However, his use of fixed groups in the class was not appropriate because it limits the learners' contacts, which in turn, limits their opportunities of gaining more experience from one another. Though group-work has obvious advantages over individual learning in most cases, the groups have to be dynamic and should be created only for a limited time. It is for these reasons that the learners get the chance to meet different

members so that they can gain more knowledge and experience from different members. In organizing different groupings, the teacher could create a healthy learning environment as well.

In terms of the nature of the activity, the teacher did not select a good type of activity. The activity was a ‘controlled type’ activity. It expected from the learners to fill in blank spaces with the words randomly picked from a text. However, the missing words do not affect the coherence of the text. From this, it was evident that the teacher had limitations in designing and selecting an activity. The main problem was that he took the textbook as sufficient. He adopted the activities from the textbook without checking whether it matches his lesson’s objectives or not. In order to best achieve his lesson’s objective, TT3 should have adapted the activities or designed of his own.

3) Methods of Assessment

The teacher used both oral and written modes of assessment. However, he frequently used oral questions during the lesson. I found the questioning strategy of the teacher effective for two reasons. He used various ways of addressing the learners. He nominated a learner and asked him/her a question, and at other times he asked a question and asked for volunteers to answer. When he did not see hands, then he paraphrased the question differently and modified the learners’ responses when they gave answers that were nearly correct. In addition, he motivated the learners by rephrasing their answers or sometimes translating them into the local language. However, I am not giving a blessing for the over-use of the local language in a foreign language teaching classroom.

In terms of applying CLT-based assessment, the activity was not so meaningful. It was ‘mechanical’ in that it required inserting randomly picked words from a paragraph. In addition, the teacher did not check the learners’ skills of planning and the actual phases of writing, as he emphasized in the explanation. Also he should have developed a guideline for editing the paragraph and the focus areas should have been communicated earlier. In short, TT3 did not have adequate knowledge of CLT-based assessment except for his questioning strategy.

4) The use of Teaching Aids

TT3 did not use any content-related teaching aid in this lesson. In teaching writing, model texts, posters or pictures could be used to make the lesson more contextualized and interesting. For example, by providing a model expository paragraph, the teacher can make analysis of the structure and methods of the development of a paragraph. This trainee, however, did not demonstrate this knowledge. TT3's use of the blackboard was, however, good. He supported his explanation by writing short notes on the blackboard. His handwriting was also legible from all corners of the classroom.

5.1.1.1 Lesson Observation 2

a) Profile of the School:

The same school described in lesson observation 1 above (see 5.3.3.1).

Lesson topic: Reading

Lesson title: KawoTona, the Last King of Walayta

Grade level: 6

Textbook: *English for Ethiopia Student Textbook, Grade 6.*

b) Description of the Observed Classroom:

This observation was carried out on 12th of February, 2016 at 2 p.m. in the same classroom described in lesson observation 1 above (see 5.3.3.1 above). The textbook used in this lesson is *English for Ethiopia Student Textbook, Grade 6*. The lessons of this teacher were audio and video recorded. The same procedure as TT1's class observation was followed (See section 5.3.1.1).

c) **Data from the Lesson Delivery**

This was the same as in the previous lesson. TT3 started this lesson by revising the main points of the previous lesson. He then asked a few questions to check the learners' understanding.

In this lesson, the reading passage was used to teach the vocabulary. Almost in the entire lesson the teacher focused on vocabulary teaching. He seemed to believe that the learners do not do well in reading comprehension because they do not understand the words in the passage. Thus, the teacher used most of the time in asking for similar meanings of the key words in the local language. The teacher made no attempt to do the comprehension questions. The following piece was taken from the trainee's classroom dialogues:

T: Please open your book on page 102, OK? [Some silence, waiting to open the page]

T: Have you got it?

S: Yes.

T: This passage is about Kawo Tona, the last King of the Wolayta Kingdom of Southern Ethiopia. I want a number of learners to read it for us. Who? OK, Samson.....

S: [student struggles to read each word. Poor pronunciation, slow reader, word jumping....]

T: Ok, Samson what is the meaning of **medieval** [word in bold]?

S: Emm.....'enjaa' [in local language, it means I don't know]

T: Ok, 'mekakelegna zemen' [It means middle age time], understand?

S: Yes

T: OK, Samson *qetiil* [go ahead].

S: Samson continues reading.

T: What is the meaning of *title* [word in bold]

S: *Reiis* [a topic]

T: *Aydelem, lela?* [No,... another?]

T: *Eshi, kelele, 'maereg' yibalal, lemisale Ato Woizero, Doctor* [OK, no one? It is the status of people like Ato [Mr., Mrs.], Doctor?

The passage ended in this way and the teacher gave classwork. The trainee teacher gave the instructions in the local language and translated it thereafter, as follows:

T: Now form pairs. You will ask your partner the meaning of each word we learned, OK? Then you change roles. The one who is asked should close his exercise book, OK? Start now...

Note: (The class turned noisy as the activity went on for 10 minutes).

T: Now, all of you turn to page 103 of your textbook. Make one sentence with the words in the box. Write one sentence for each word. The activity is given below (*English for Ethiopia Student Textbook, Grade 6*).

Activity: Write sentences with the following words:

medieval

title

political

expansion

prosperous

fertile

commercial

resistance

When the time was up, he ordered the learners to exchange their exercise books and compare their sentences. After a few minutes, the teacher called for a 'whole class' discussion and wrote some model sentences of the learners.

This lesson did not have a clear focus. It seemed as if the teacher planned a reading lesson but the lesson was taken up by him teaching vocabulary. It is possible that vocabulary can be taught by means of a reading text. However, this trainee indicated in his lesson plan that the

learners were going to practice both reading for details and for the main idea. The activity is presented below (*English for Ethiopia Student Textbook, Grade 6*).

Pre-reading activity: In groups of five, discuss the questions below.

1. Name the kings of Ethiopia or any country you have heard.
2. Name other famous people you have learnt about.
3. What did those important famous people do for our country?

While reading: Discuss the questions in groups of threes. Write down the answers in your exercise book.

1. What was the title of the kings of Walayta, according to the passage?
2. Who was the last king of Walayta during the Era of war lords?
3. What was special about Walayta during the nineteenth century?

As it was evident from the excerpt above, during the ‘reading aloud’ stage and in pair-work, the teacher focused too much on the translated meaning of the words in the local language.

1) Phases of the Lesson

The data from the observation of this trainee’s lesson show that he did not conduct the lesson as he had planned. In the first place, the objectives were not stated well in the lesson plan. For example, the planned activity was to answer reading comprehension questions. The objective was to have the learners practice reading. However, the teacher made the learners do the vocabulary activity. As it was stated in the student’s textbook, the activity’s instruction was pre-reading and reading comprehension, but the trainee teacher tried to translate every new word, and that was not the concern of the lesson that day.

Towards the end of the lesson, the teacher had a number of learners read the passage aloud and the learners were made to do some of the ‘while reading’ activities as homework. During the interview, the trainee admitted that he did not deliver the lesson as he had planned. However, he was good in the teaching vocabulary meaning.

2) The Implementation of PCK

In teaching vocabulary, an EFL teacher should keep a balance between the meaning and the form of words. In this lesson, though there was only limited practice in the use of words, it did not represent a comprehensive vocabulary lesson. Learners learning English as a second/foreign language should not only learn the meaning of new words; they should also learn other aspects, such as word class, pronunciation and spelling to be able to use the words effectively in any form of production. The learners may possibly not have heard or used the words before, so the learners should have identified the word class, components, antonyms and synonyms. In addition, the teacher should have taught them the relationship between the new word and other previously learned words, rather than merely focusing on the teaching of vocabulary.

The other aspect of vocabulary teaching that was omitted was pronunciation. This may be due to the teacher’s lack of confidence in teaching pronunciation. One challenge of pronunciation of English is that there is sometimes a mismatch between letter-sound combinations. Therefore, the teachers themselves need to understand the system of sounds that make up English. This may be a big challenge since the teachers may not be familiar with the concept of teaching patterns of pronunciation. In the interview this trainee [TT3] actually confessed that he found it problematic to pronounce certain words from the textbook. Therefore he did not emphasize pronunciation and phonetics. Even if the sounds were to be taught, the primary schools should have access to tape recorders and cassettes which the teachers could use to practice native English language speakers’ pronunciation. In the absence of audio equipment and tape recorders in the school, the teacher may not be comfortable with the aspect of pronunciation.

Additionally, the other important component of the day, namely reading comprehension, was not dealt with. This implies that the broader component of the aim of the lesson of reading was not achieved. Without the understanding of the sentence level meaning, the knowledge of word meaning is not as such relevant to the learners' reading development.

In relation to implementing a student centered approach, the trainee's interaction with the learners was good. He organized the students into small groups and gave classwork. Most of the learners in the groups were seen contributing to the work that complemented the student centered approach of teaching. The trainee closely monitored the learners' progress in the activity and managed to present the learners' answers in the 'whole class' discussion.

3) Methods of Assessment

As regards the assessment, TT3 instructed the learners to exchange their exercise books and compare their answers of the given activity. Then, after some 5 minutes, the teacher called for a 'whole class' discussion. He nominated learners from different locations in the class [front, middle, back] and asked them until he got the correct answers but he was not successful. Finally, this activity ended by him writing the answers of the comprehension questions on the blackboard. In conclusion, in TT3's lesson it was evident that the learners did not achieve the objectives as set in the lesson plan.

4) The Use of Teaching Aids

In this lesson TT3 did not use content-related teaching aids. As it was a reading lesson, for example, the teacher may have drawn table to transfer the information from the text. However, he did not use any visuals except the blackboard. His use of the blackboard was good. He wrote the learners' model answers on the blackboard. His handwriting was also legible.

5.3.4. The Observation of TT4's Lessons

5.3.4.1. Lesson Observation 1

a) Profile of the School

The classroom observation was made at a primary school in the Sidama zone. It caters for grades 1 to 8 learners. This school is located 42 kilometers from Hawassa, the capital town of the Sidama zone in SNNPR. The school has a fence made of wood and is surrounded by trees. The classrooms were built with blocks of concrete. The floor was also built from cement.

In the school, there were 6 English language teachers who were government employees. In addition to these, three ELT teacher trainees from HCTE were teaching English as part of the practicum. Two of the ELT trainee teachers were observed in this school. The data of TT4's lesson is presented below.

Lesson topic: Writing

Lesson title: Paragraph

Grade level: 7

Textbook: English for Ethiopia Student Textbook, Grade 7.

b) Description of the Observed Classroom

TT4 was observed taking a grade 7 English lesson. This grade level was selected because the trainee teacher was assigned to teach that grade. The textbook used in this lesson is *English for Ethiopia Student Textbook, Grade 7*. The observations of lesson 1 and lesson 2 were made on February 25 and 26, 2016 at 9:00 a.m. This classroom had glass windows and the classroom was bright and airy. There were about 45 students in the classroom.

c) Data from the Lesson Delivery

After introducing the topic, TT4 explained the definition, qualities and the process of writing a paragraph. After the explanation, the teacher gave the learners the opportunity to ask questions if they needed clarification of something. But there were no questions. Then the teacher introduced the context of the writing by saying, “*We will write a paragraph on how to bake Injera [Ethiopian national food made from the flour of the grain called teff].* After contextualizing the topic, he told the learners to do the activity in the textbook using the information given in a text and in a picture. The following is the activity which was taken from *English for Ethiopia Student Textbook, Grade 7*.

Activity 1: Using the steps, process and pictures you have discussed in your group, write a paragraph about the process of making Injera.

- *Teff* flour is mixed with water and yeast.
- The mixture is then kneaded to make dough.
- The dish/bucket containing the dough is covered and then stored for two to three days in order to ferment.
- A separate mixture of *teff* and water is boiled, and after it has cooled, it is added to the fermented dough and kneaded together.
- The dough is then left to rise.
- The dough is cooked on a hot flat iron.
- Finally, it is served with *wat*, a national dish, which may be chicken, beef, lamb, vegetables or lentils. Berber, a hot spiced stew, is also served on the side.

Then, the trainee gave the learners another activity from the same textbook on reorganizing jumbled sentences which were intended for the learners to practice the coherence of a paragraph. Compared to the previous activity, the re-ordering activity was a bit challenging

for most of the learners. Thus, only a few of the learners participated in reporting the order of the sentences. The problem may be related to the learners' lack of prior knowledge of baking a cake. The teacher should have given them enough clues on the ingredients or the equipment used in the process. I discovered that the teacher missed one important activity that was in the textbook prior to this activity that could help them do the current activity. It requested the learners to read the necessary ingredients and decide on the process of baking a cake. However, the teacher did not let them do that activity (the skipped activity) and due to this, the learners were confused this activity. When the time for the activity was up, the teacher gave five students a chance to come and write their answers on the blackboard. Finally, the teacher wrote the correct answers on the blackboard and corrected each of the five learners' answers on the blackboard.

1) Phases of the Lesson

This lesson consisted of only the introduction and the presentation phases. TT4 reminded the learners about the previous lesson and asked few questions related to it. After the introduction of the topic, the teacher explained the writing of a paragraph. The lesson had two activities that actually needed more time than was allotted for the whole lesson. Due to the challenging nature of the activities, the learners were not able to finish them. This created frustration on the learners. About the end of the lesson time, the teacher was short of time and later decided to skip the summary and evaluation phases.

In terms of the phases of teaching writing, TT4 gave the required information for the learners to do the activity. The outline of the paragraph was already given in the activity. However, the guideline for the paragraph edition was not provided. This could have made the learners conscious of the characteristics of a good paragraph that were explained earlier.

2) The Implementation of PCK

In this lesson, the teacher to some extent tried to implement CLT. There were efforts made by TT4 to have the lesson address accuracy and fluency. In addressing accuracy, TT4 focused on explaining the processes of writing. The trainee also had the learners practice the coherence of a paragraph. In addition, the trainee contextualized the lesson by providing information

relating to the learners' culture. The topic that they were writing about was how to make local food called *Injera*. .

In terms of learner centeredness, this trainee did not create an opportunity for the learners to interact with one another because he did not give pair or group works. The learners could have compared their answers with those of their peers and discussed the differences. This could have given the learners the opportunity to debate in respect of their responses and that could have made the learning meaningful. During the interview, this trainee was asked the question, "What do you think is the role of the teacher and the students during a presentation stage of the lesson?" The trainee replied, "I explain the key points of the lesson and check the students' understanding of the lesson in the meantime. If the points are clear to the students, I give them class work. However, the data from both the interview and the classroom observation show that the trainee lacks knowledge of learner centered learning and the CLT.

3) Methods of Assessment

In this lesson, TT4 assessed the students orally. He frequently used oral questions during the explanation. However, the most important phase in assessment of writing skills, a guideline/checklist, was not used. The teacher should have given the learners the criteria for evaluation before they moved to the while-writing phase. He should have developed a guideline for edition and areas of focus should have been communicated before the learners started to write the paragraph. The absence of student interaction, the poor activity selection and lack of edition frame show that TT4 did not have adequate knowledge of CLT-based assessments.

4) The Use of Teaching Aids

TT4 used a picture in the learners' books to support the lesson. Actually, he did not have to bring any teaching aids because the textbook already provided enough visual information. In respect of the use of the blackboard, he did not use it at all. He explained the writing process orally but he should have written the main points on the blackboard so the learners could use it later.

5.3.4.2. Lesson Observation 2

a) Profile of the School:

The same school and classroom described in lesson observation 1 (see 5.3.4.1 above).

Lesson topic: Grammar

Lesson title: Tenses

Grade level: 7

Textbook: *English for Ethiopia Student Textbook, Grade 7, Activity 2*

b) Description of the Observed Classroom:

The same classroom described in lesson observation 1 (see 5.3.4.1 above). The same textbook was used in this lesson (*English for Ethiopia Student textbook, Grade 7*). The observation of lesson 2 was made on February 26, 2016 at 9:00 am.

c) Data from the Lesson Delivery

This lesson was started by struggling to keep the classroom orderly. When the teacher and I entered the class, the learners were standing all over the room and were very noisy. It took some time for the teacher to maintain classroom order. After some time, the class was silent and the teacher ordered them to take out their exercise books and textbooks. The trainee teacher wrote the title of the lesson on the blackboard. It was a grammar lesson on ‘Tenses’. The following is an excerpt taken from the trainee’s lesson.

T. We are going to learn about tense. What is tense? Who can define this? [No student attempted, so the teacher defined it].

T: ‘Tense’ is a verb form of some action, OK? (He wrote it on the blackboard).

T: OK, How many tenses are there?

S1. Four

T. OK, what are they?

S1. Present tense

T. (The teacher writes it on the blackboard).... the second one?

S2. Present participle.

T. Good. (The teacher writes it on the blackboard).... Who can tell me the third one?

S3. Past

T. OK . (The teacher writes it on the blackboard).... The fourth one?

S4. Past perfect.

T. Very good.

Note: (Here, the teacher did not make any corrections if the learners' responses were not correct).

T. Look at this example (teacher writes it on the blackboard). In the present tense, we say,

“He writes”. OK? What do we say in the participle?

S5. He written.

T. Very good. We say, “Written”. Let us go to the past. Who can tell me past tense sentence?

S6: He wrote.

T: Clever boy. He wrote (The teacher repeats it. Any other learner? What about the past participle form?

S7. Written.

From the above excerpt, it was evident that the teacher’s presentation was rule-focused though the explanation itself shows that the teacher was confused in respect of the classification of tenses. The second point is that the trainee wrote rule after rule and used examples to illustrate how the rules work. The learners were listening attentively. After he had finished the explanation, he started to write notes on the blackboard on the grammatical points he raised in the explanation. Then, he ordered the students to copy the table summarizing the rules and notes from the blackboard.

Table 5.1 below presents a summary of the rules.

Table 5.1: The trainee teacher’s note summarizing grammar rules

| Tense | Form | Example |
|--------------------|-------------------|--------------------------|
| Present | V1+ es /s | writes, runs, sees |
| | V1 + without s/es | Write run, see |
| Present participle | V + ing | Writing, running, seeing |
| Past | V2 + irregular | Wrote, ran, saw |
| | V1 +ed | cleaned, washed |
| Past participle | V3 | Written, run, seen |

Then, the teacher gave a practice activity. However, the teacher did not instruct on how the groups are formed and thus the instruction of the activity was not clear. The activity reads “*Students do in groups. Write your own sentences using the verb forms as given in the table.*”

The following excerpt shows the feedback the teacher gave during the lesson.

T. OK, who can tell me the first sentence?

T. Please all of you participate (students do not put up their hands.)

S8. He break the window.

T. He break or broken?

S9. Broken.

T. That is not correct. Who can correct it?

S10. He breaks the window.

T. That is good.

T. Now for classwork. Do activity 2 exercise 2 on page 89. OK?

Then the teacher gave them the activity below which focuses on tense identification (*English for Ethiopia Student Textbook, Grade 7*).

Activity 2. With your partner, read these sentences and identify the tenses used in them.

a) She comes to the party every month.

b) Somebody gave me the key.

Exercise 2: Form five sentences in the simple present tense and four sentences in the simple past tense.

The teacher sat and wrote some notes on his writing pad. It seemed to me that he was doing something not related to this class. The learners did not finish the class work on time but he ordered them to stop writing. This happened towards the end of the lesson.

T. This is homework. I will check it tomorrow.

T. (Summarizes the lesson). There are three types of tenses. These are the present tense, the past tense and the future tense. An example of the future tense is: He will break the window.

T. (Closes the lesson) This is all for today. I am done. If you have questions, you can ask me. OK?

1) Phases of the Lesson

In this lesson, TT4 did not do the introduction well. There was no attempt of linking the previous lesson with the new one. After introducing the lesson, he moved on to the middle stage of the lesson. He explained how tenses are formed by giving the rule and examples. Then he ordered them to do an activity from the textbook and let the students do it individually. About the end of the lesson, he collected few sentences from the learners and wrote them on the blackboard. He asked other learners to comment on the sentences. The class ended by him revising the main points of the lesson.

2) The Implementation of CLT

As was indicated in the observation data, TT4 implemented a traditional grammar method. His lesson was all about accuracy. There was no activity that made the learners relate any of the tenses to a communicative or social function. For example, he asked for a definition and the types of tenses and explained the rules of the tenses.

Actually, this trainee had understood the concept of learner CLT and learner centeredness. His problem was that he did not understand how to apply CLT to the factors like the learners' attitude, the teachers' preference of teaching method and the learners' concern of passing national examination than improving their English proficiency. TT4 disclosed in the interview that his learners were not comfortable when teacher implemented a learner centered approach. He also reasoned that the learners did not like to do interactive activities and classroom discussions. In the interview, the trainee teacher mentioned that the students were examination-oriented; for this reason, he preferred to give an explanation. He was influenced by the learners' ambition of passing the examination and in joining a university rather than improving the learners' communicative skills.

3) Methods of Assessment

In this lesson, the teacher trainee implemented peer correction and teacher correction techniques in the assessment. He let the learners correct their friends' wrong answers. He finally answered the questions. By doing so, he integrated both peer and teacher corrections.

In terms of the medium, he used both oral and written questions. The oral questions were mostly used during the grammar explanation stage that aimed at checking the learners' understanding of the concepts. However, in terms of the content of the assessment, it was not meaning-focused. The learners' ability of applying the grammar for communication was not assessed. It would have been more practical if he had made them focus on one of the tenses.

In general, TT4's second lesson showed that his assessment method was not aligned to a balance between accuracy and fluency and the learner-centeredness principles of CLT.

4) The use of Teaching Aids

TT4 did not use any content-related teaching aid in this lesson. As most language teachers do, he could have used a timeline graph or any supporting visuals in teaching tenses. Although he used the blackboard to support his grammar explanation, his handwriting was poor and was not visible and legible enough, and he did not keep the horizontal lines straight. In general, TT4 did not have the knowledge and the skills of using teaching aids.

5.3.5. The Observation of TT5's Lessons

5.3.5.1. Lesson Observation 1

a) Profile of the Observed School

The school where I observed TT5 is located in the Sidama Zone of the South Nations and Nationalities' Region of Ethiopia. It has both 1st and 2nd cycle (grades 1-8) primary school levels. This school is situated 30 kilometers west of Hawassa, the capital town of the Sidama Zone. The school was established in 2004. Relative to other observed schools, this school has buildings of a good quality, made of concrete with glass windows. The outside walls of classrooms were decorated with pictures of maps, systems of the human body, and quotations of well-known people.

Lesson topic: Reading

Lesson title: Market Day

Grade Level: 5

Textbook: English for Ethiopia Student Textbook, Grade 5.

b) Description of the Observed Classroom:

The lesson observation of TT5 was made on the 28th and the 29th of February, 2016 at 10 am. The inside walls of classroom was painted yellow. Also, it was big enough to accommodate the 60 learners in the classroom. The room was arranged with rows of chairs and tables. The learners wore blue and purple school uniforms.

c) Data from the Lesson Delivery:

TT5 started his lesson by greeting the learners. Following this, he introduced me to them. The atmosphere was fairly formal at the beginning but as time went by, he managed to change the mood. Towards the middle of the lesson, he even made a few jokes.

The teacher started the actual lesson by introducing the title of the reading passage, namely ‘Market Day’. He tried to contextualize the reading by asking questions related to a market. The questions he asked were, among others, “Do you have a market in your area? Why do people go to the market? What do they sell or buy? What do we say a person who lives by buying and selling things?” Through the questions, it was clear that he managed to connect the learners’ previous knowledge with the reading lesson. After the learners had responded to the questions, he hung a flip chart showing the major events at the local markets. He asked the learners to tell what the people in the picture were doing. He taught them a number of key words in the pre-reading stage for the learners to use them during the reading stage. Then he told them to read the text silently in 15 minutes’ time. While the students were reading, he wrote the vocabulary-matching activity on the blackboard.

Table 5.2 below shows the activity.

Table 5.2: Vocabulary-matching activity

| A | B |
|--------------|---------------------------|
| 1. load | A. full of people |
| 2. enjoyable | B. chairs, tables |
| 3. furniture | C. put |
| 4. expensive | D. nice |
| 5. crowded | E. costing a lot of money |

Exercise 2: The words in **A** are taken from the passage ‘Market day’. Match them with their meaning in **B** (*English for Ethiopia Student Textbook, Grade 5*).

After the allotted time for the activity was over, the teacher instructed the learners to do the vocabulary-matching activity in groups. Thereafter, the answers to the questions were discussed at ‘whole class’ level. The next activity was doing the comprehension questions on page 47 of the students’ textbook. Although the activity was in the students’ books, the teacher wrote the questions on the blackboard. Before the learners managed to finish the activity, the time was up and the teacher told them to finish the work at home for the following class.

1) Phases of the Lesson

TT5’s lesson was not organized according to the general deductive pedagogy. He was more concerned with the ‘teaching reading’ stages. The effort he made to contextualize the lesson and to relate it to the learners’ prior knowledge was very good. However, he should have summarized the previous lesson to relate it to the earlier one. This could have motivated the learners to pay attention to the new lesson because they could be asked questions during the next lesson’s revision time. Also the objectives of the lesson were not communicated to them at the beginning. In addition, the lesson lacked an evaluation stage.

TT5's lesson, according to the stages of teaching reading, has good beginning/pre-reading stage. For example, he contextualized the lesson, related the lesson's content to the learners' prior knowledge and taught the key words. However, the most important part of a reading lesson, the 'while reading' task, was totally ignored. He merely instructed them to read silently without any while reading task.

At the 'while-reading' stage, the learners were reading without a purpose. The teacher was writing the exercises on the blackboard. This was also a waste of time because the tasks were already available in the textbook. At this stage the teacher was expected to support and guide the learners in the 'while reading' stage. However, he was writing on the blackboard just for the sake of keeping himself busy. Another problem, related to the nature of the activity, was it did not make the learners practice different reading skills like skimming, scanning and guessing for the meaning of new words. A significant part of the lesson was taken by vocabulary teaching, and due to this, the learners did not finish the reading comprehension activity.

In addition, there was no 'post-reading' stage in this lesson because the activities were not finished as was planned. So, TT5 did not implement the stages of teaching reading properly.

2) The Implementation of PCK

The main purposes of implementing the CLT approach are to strike a balance between accuracy and fluency, meaning-focused teaching, and giving the learners the opportunity to be actively involved in the learning process. In this class, the learners were instructed to do the activity in groups but the groups were not functional. The learners did not have the time to interact with their group members. The trainee's lack of knowledge on teaching reading was that the learners were requested to do the reading in groups. Above all, reading is an individual activity and thus, TT5 should have made each learner read the text during the while reading stage.

The other aspect of the implementation of CLT is the balance between accuracy and fluency. In the reading lesson, the new words may be taught in terms of their structure and

pronunciation alongside the application of the words in some real life situation. What the learners did here was to match the words with their explanations. There was no attempt to teach pronunciation, word class and the different contextual meanings of the words during the ‘post-reading’ discussion.

3) Methods of Assessment

There was no significant attempt of assessment in this lesson. The trainee teacher asked for the answers to the classroom activity at ‘whole class’ level. When the time was up, he wrote the correct answers on the blackboard. Concerning the strategy of giving feedback, it was positive that the teacher praised the learners who participated in answering the questions. In general, the teacher performed poorly in assessing the achievement of the lesson’s objectives.

4) The Use of Teaching Aids

TT5’s attempt to use teaching aids to support his lesson was appreciated. He demonstrated a ‘market day’ with a sketch of a local market. Included in the sketch were trees, people carrying bags of crops, a number of cattle and donkeys loaded with sacks. The picture was also big enough for all the learners to see. He used the sketch during the ‘pre-reading’ stage. In addition to this, he made use of pictures to elaborate on the lesson’s content. I noticed that the learners referred to the picture posted on the wall during the ‘vocabulary teaching’ stage, too. In this regard, he fared well.

5.3.5.2. Lesson Observation 2

a) Profile of the observed school:

The same school as was observed in lesson 1 above (See 5.3.5.2 above)

Lesson topic: Writing

Lesson title: Descriptive paragraph

Grade level: 7

Textbook: English for Ethiopia Student Textbook, Grade 7.

b) Description of the Observed Classroom:

This lesson was observed on the 29th of February, 2016 at 10 a.m. This class consisted of 44 learners. It was the smallest class I observed during the observations made throughout the study. The learners wore blue and purple school uniforms. The interview with TT5 was conducted on the 29th of February, 2016, 20 minutes after the end of the lesson. The interview was conducted behind the classrooms to avoid the noise of the children.

c) Data from the Lesson Delivery

The duration of the lesson was 40 minutes. However, some 10 minutes of this time was wasted as the teacher had to wait for the learners who did not come on time after break. The teacher introduced the day's topic. He told the learners that they were going to write a paragraph on describing people and objects. Actually, the content indicated in the textbook *English for Ethiopia, Grade 7* was 'describing a process'. The teacher explained how to go about writing a paragraph. Then he asked the learners to write a list of 15 objects that they saw in the classroom. He gave them 2 minutes for 15 objects to finish this task. After the time was up, he collected the learners work. It seemed that they could not write more than three words. What he did next was to write the list of the words he selected to be used by the learners in their 'descriptive paragraphs'. All the listed words were about describing people. He next indicated that they were going to describe one of their classmates called Dereje. The words listed by TT 5 included nouns and adjectives related to parts of the body. He told Dereje to come to the front, and had the class describe him as he stood there. The trainee teacher specified the expected number of words in the paragraph to be 50, and he gave them 15 minutes to finish their paragraphs.

During the 'while writing' stage, the learners were busy attempting to finish the work on time. While they were writing, the teacher was moving around the class, giving support to the learners when he was called. At that stage, many learners asked for help. Many of them were asking for an equivalent English word that represents their thoughts. From my observation, I realized that the task was a bit difficult for most of the learners. Due to this, many of them were looking for help from each other too.

After the 15 minutes, the teacher asked the learners to raise their hands if they had finished their paragraphs. No one managed to finish the paragraph. Then he gave them 5 more minutes. Finally, 5 to 7 students confirmed that they had finished. The teacher asked three of them to read their work to the whole class. While the learners were reading their paragraphs, the teacher interrupted them to correct their grammar and other mistakes.

Towards the end of the lesson, TT5 summarized the lesson by explaining the main points. After the summary, the lesson was ended by him giving the learners the homework of writing a short paragraph about themselves.

1) Phases of the Lesson

TT5 started the writing lesson by introducing the topic and the genre of the writing. Among the introductory activities, the teacher trainee did not relate the topic with their previous lesson. Also he did not give the learners time to take out their exercise books and text books. Regarding the objectives of the lesson, TT5 did not tell the learners purpose of the task. However, the ‘pre-teaching’ of the key words that the learners had to use during the actual writing phase was so helpful for the learners.

After the introduction stage, TT5 explained the stages of writing a paragraph. At the beginning it seemed as though he was interested in the ‘process-approach’ of writing, but the stages of approach were not implemented. Also TT5 did not make the learners plan for the paragraph writing and the learners did not practice the drafting and editing stages of writing. The ‘while-writing’ phase was also ineffective because most of the learners were not engaged in the writing task because the teacher did not give clear instruction. The teacher, on the other hand, was so busy trying to engage the learners in the writing activity. In the post-writing phase, the teacher preferred ‘teacher correction’ to ‘self and peer corrections.’ Also the writing task was given as homework to make them practice writing. On the whole, this lesson lacked the major phases of teaching writing.

2) The Implementation of PCK

In teaching writing an EFL teacher is expected to provide inputs related to the structure of the model text, the language items related to that specific type of writing, and to provide a model text. Then he has to see to it that the learners pass through planning, organizing, drafting, editing stages of writing and writing the final copy. Nevertheless, this teacher did not implement any of these stages. For example, he could have made the learners plan for the paragraph writing in groups suggest outline of the paragraph for the class. He could also have made the work easier by providing the key words in some organized way, like parts of a body, dressing, and personality. Due to the lack of the plan, most of the learners asked for help throughout the ‘writing stage’.

In terms of applying the CLT, TT5 did well in this lesson. The focus on the adjectives and nouns and giving an explanation of the qualities of a paragraph were intended to address accuracy. The teacher also made the writing meaningful by having the learners write about their classmate, Dereje. TT5 requested this learner to stand in front of the class and the learners had to find descriptive words that best described Dereje.

TT5 did not give the learners the opportunity to work in pairs or groups. Had it been so, it could have created interaction among the learners. The interaction would have helped the teacher to integrate their writing with their speaking skills. The other opportunity missed by TT5 was to have the learners edit the completed paragraphs. The learners could have been made to exchange their paragraphs to comment on their peers’ work. So TT5’s did not implement the stages of teaching writing.

3) Methods of Assessment

The assessment in TT5’s class was made orally. He corrected some of the learners’ paragraphs while they were reading out loudly to the whole class. The focus of the correction was on grammar. The entire practice here was that the learners could have been given a chance for ‘self and peer correction’ before it was done at ‘whole class’ level. If they had been made to do this, their paragraphs could have been improved more. The other failure of

TT5 was the lack of setting a guideline for editing the paragraphs. Here, the areas of focus should have been communicated earlier during the 'pre-writing' phases.

4) The Use of Teaching Aids

TT5 used teaching aids in the lesson. The main points of the lesson were written on the blackboard clearly. Also, the learners referred to the key vocabulary while they were writing the paragraph. In addition to the words, the teacher had the learners look at the learner who was to be described. In conclusion, the teaching aid used by the trainee was relevant to make the lesson clear and enjoyable.

5.3.6. The Observation of TT6's Lessons

5.3.6.1. Lesson Observation 1

a) Profile of the School

The school is located in the Sidama Zone of the South Nations Region of Ethiopia. It consists of both 1st and 2nd cycle primary school levels (grades 1-8). This school is located on 40 kilometers east of Hawassa. The school has a wooden fence surrounded by trees. Most of the classrooms are built of concrete, and it has glass windows. There are 30 rooms used for various purposes, including classrooms and the administrative offices.

Lesson topic: Reading

Lesson title: Cotton growing

Grade level: 7

Textbook: English for Ethiopia Student Textbook, Grade 7.

b) Description of the Observed Classroom:

Before I went to the classroom, I went to the school principal's office and there I met the vice-principal. I briefed him about the purpose of my visit and got permission to do the observation. He took me to the English language student teacher who was assigned to teach

English for grades 6 and 7. TT6 was observed on the 2nd of March, 2016, at 3 p.m. and at 2 p.m. the same day but with different grade levels. Different grade levels were selected to make the observation include different language teaching areas (reading and grammar). The duration of the lessons was 40 minutes. The size of the classroom in the first lesson observation was small and it was a bit crowded. However, the top half of one side of the wall had glass windows which made the room brighter. There were about 64 learners in the classroom. The learners wore orange school uniforms. As part of the lesson observation, I checked four students' exercise books. The books were checked only twice throughout the last 3 weeks of the trainee's stay at the school. Towards the end of the observation of the second lesson, TT6 and I had an interview session as part of the data collection strategy. It was conducted in the vice-principal's office behind a closed door to avoid any interruption. The lesson observation and the interview were recorded. The same procedure as with TT1 was followed (See section 5.3.1.1).

c) Data from the Lesson Delivery

TT6 started the lesson by revising the key points from the previous lesson. He asked the learners if they could remember the previous lesson. He asked the learners in the front row but the learners did not have a complete idea. Thus, he summarized the lesson by reading example sentences. He then requested the students to open their textbooks page 91, to the reading passage.

First, the trainee checked that all the learners had their books open on the correct page. Noticing that half of them did not have textbooks, he organized one textbook to a table so that all could at least see the passage.

At the 'pre-reading' stage, the trainee teacher had the learners to discuss in groups on the questions given from the textbook. The teacher read out the questions and translated them into Amharic (local language).

The questions were the following:

1. What are 'cash crops'?
2. Name the cash crops grown in your community.
3. Of what value are cash crops to our nation?

After 7 minutes discussion of the answers of the three questions, the lesson took the 'while reading' phase.

During the 'while reading' stage, the trainee asked for volunteer learners to read the passage aloud. He gave four learners the chance to read it aloud. When the learners had finished reading, the teacher told the class to listen to him while he read the passage. The teacher paused when he came across new words and translated them into Amharic. He translated about 15 words.

In the 'while reading' stage, the teacher should have given the learners the reading tasks but he made four rounds of reading without any purpose. Hence, the learners were listening passively. I saw that many of the learners were neither looking in their textbooks nor listening to the reader. Thereafter, the teacher instructed the learners to look at the reading comprehension activity in their textbooks. The reading comprehension activity is presented below.

Exercise 1: Answer the following questions.

1. List the major cash crops grown in Africa apart from cotton.
2. Where are the cotton seeds planted, and how?
3. How long does the cotton seed take to germinate?
4. Why is weeding done during the wet season?
5. Name the pests that destroy the cotton balls.

6. Explain why cotton harvesting is done in the dry season.

7. Why are cotton seeds important?

Here TT5 asked the students to do the questions with odd numbers for classwork and the rest for homework. Finally, the discussion was made in a rush at ‘whole class’ level and the lesson ended.

1) Phases of the Lesson

TT6’s lesson had a clear introduction, development and ending. He started the lesson by revising the previous lesson. The teacher asked few questions to remember the previous lesson. Then he checked that all the students had access to the reading material to be used in the new lesson. Most of the learners did not have a textbook, so he organized one textbook to a table so that all the learners could have access to the reading text.

In the middle stage of the lesson, however, he did not apply the principles of teaching reading. Although reading is a silent task, he had a number of selected learners read aloud for the whole class. Actually, if it was to teach pronunciation, that may have worked. However, the objective of the lesson was to improve the reading for comprehension skills. In addition, he interrupted the readers now and again. He paused the reading where he came across new words and then translated them into Amharic.

About the end of the lesson, the learners did some selected comprehension questions in groups. However, the learners did not finish the activity on time and as a result, there was no time for feedback. In summary, this trainee did well only at the introduction stage of the lesson.

2) The Implementation of PCK

This lesson was a reading lesson planned to improve the learners’ comprehension skills, but the teacher focused on reading aloud and translating the difficult words into the local language. In addition, the lesson time was taken up by reading without a purpose (no ‘while reading’ task) and by teaching vocabulary. Vocabulary may be taught by means of reading a

text, but this lesson was planned as a reading for comprehension lesson, and thus he should have given time for comprehension activities, not for vocabulary. In addition, the learners were not made to read the passage silently.

In relation to implementing the CLT approach, the teacher made the learners to do the pre-reading activity in groups. He organized the learners in small groups and gave them classwork. Most of the learners in the groups were seen contributing to the work, which complements the learner-centered approach of teaching. Also, there was a good attempt at discussion on the learners' side. Though the interaction was very short, the learners were actively participating in the group work.

The activities given in the 'post-writing' phase were also designed to address various reading skills, such as reading for detail and for the main idea. In conclusion, TT6's performance in the first lesson observation did not meet the principles of teaching reading, except for the interactive nature of the activities.

3) Methods of Assessment

This teacher used both oral and written questions for assessment of the learners' progress. In the beginning he asked the learners few questions to check the learners' understanding of the previous lesson. At the end of the lesson, however, he did not have time to evaluate the learners' progress due to the extended introduction and repeated reading sessions.

In terms of the nature of the assessment task, it was comprehensive enough as it included both specific detail and the general idea. The feedback of the assessment was not effective due to the shortage of time. In general, this lesson lacked most of the principles of the teaching of reading principles.

4) The Use of Teaching Aids

In this lesson, TT6 did not use any teaching aids. He did not even write anything on the blackboard. Everything was done orally. Thus, it can be concluded that he had little or no knowledge of the importance of supporting learning with teaching aids.

5.3.6.2. Lesson Observation 2

Profile of the observed school: The second observation was made at the same school as indicated in section (5.3.6.1) above.

Lesson topic: Grammar

Lesson title: Simple Past Tense

Grade level: 6

Textbook: English for Ethiopia Student textbook, Grade 6

a) Description of the Observed Classroom:

TT6's second lesson observation was made on the 2nd of March, 2016, at 2 p.m. The duration of the lesson was 40 minutes. The size of the class was average, namely it consisted of 48 learners. The learners wore orange school uniforms. Similar to lesson 1, the top half of one side of the wall had glass windows which made the room brighter. As part of the lesson observation, I checked four students' workbooks. As was the case in lesson 1 of this trainee teacher, the learners' exercise books were checked only once throughout the three weeks of his teaching. Here, the same procedure as in TT1's case was followed to record the lesson and the interview (See section 5.3.1.1).

b) Data from the Lesson Delivery

In this observation, TT6 started his lesson by correcting the homework given the day before. After dealing with it for some minutes, he told the learners a funny story. It was about a wise monkey and a brave lion. Before he started to tell the story, he instructed them to write down 5 verbs that they hear while listening. After he had finished the story, he asked the learners to tell him the verbs they wrote. He then wrote them on the blackboard.

Following this, he introduced the topic of the lesson, the simple past tense. He instructed the learners to take down short notes he wrote on the blackboard. After he had waited for the learners to finish copying the grammar notes, he gave an explanation of the notes. The explanation was about the statement and question forms of the simple past tense. The next

phase was the 'practice' stage. TT6 gave them the activity to work in groups of three and to tell the class what they did during the weekend.

The learners worked for about 10 minutes. Then the teacher told them to stop the group-work and invited some of the learners to present their answers to the whole class. Three learners presented the accounts of their previous weekend's activities. The teacher then told them to do the following activity from the textbook. The activity was describing a picture story and rearranging it in chronological order to make a coherent story. The activity was a good one in that it might make the learners use past tense verb forms in a meaningful way.

Figure 5.1 below shows the activity the trainee gave the learners.

EXERCISE 2: Study the pictures. They show what happened yesterday. Put them in the right order and answer the questions below. (d) (b) (c) (a).

1. What time did the family have breakfast?
2. When did the boy wake up?
3. What did the students do during break time?
4. What time did the students have lunch?

| | |
|---|--|
| <p>A) 7:00 A</p>  | <p>B) 7:30 AM</p>  |
| <p>C) 4:00 PM</p>  | <p>D) 2:00 PM</p>  |

Figure 5 .1: Grammar use activity (Source: English for Ethiopia Student textbook, Grade 6)

Finally, the class was dismissed before the activity was completed and he thus declared the task as homework.

1) Phases of the Lesson

The observation of lesson 2 of TT6 indicated that he implemented the three deductive pedagogic stages of a lesson. He started the lesson by making the learners swap over their homework. He then instructed them to read and respond to their partners' paragraphs.

Another good practice I observed in the 'introduction' stage was that using a story had both motivational and contextual value. The story was used to identify the past tense verbs.

In the middle part of the lesson, TT6 gave a grammar explanation supported with notes. Then he contextualized the lesson by asking the learners what they did the previous day. The 'practice' stage was done well except for the little time allotted for the work. The only problem of this lesson was in respect of time management. Due to the extended time used for the introduction, the teacher did not manage to accomplish the task intended for evaluation. In general, TT6's second lesson was of good quality.

2) The Implementation of PCK

During the interview, this trainee (TT6) was asked about the role of the teacher in the CLT method and his response was, "The teacher is a facilitator, so I help my students do activities in pairs or in groups." Also he did this in this lesson. He understood that CLT has a positive effect on the classroom climate, which also encourages the learners' participation. He added that CLT enhances the learners' performance in problem-solving and in improving their English language skills. He claimed that CLT provides valuable advantages for the high achiever, the medium achiever and the lower achiever.

In this lesson, I observed that TT6 managed to implement a learner-centered approach and partly practiced the CLT approach. The topic of the lesson was the simple past tense and the activity was writing 6 sentences on what they did the previous weekend. The activity helped

the learners to practice writing independently. I believe that exchanging the learners' work encourages peer learning.

On the whole, this trainee's class was learner-centered and he played his role mainly as a facilitator among the learners. The learners had ample time to express their ideas through both speaking and writing. As regards the classroom management aspect, he employed a variety of techniques, such as calling the learners by their names specifically during the 'whole class' discussion. Small groups also made all the learners participate in the activities. In short, the learners were engaged in the activities. I felt the class went as it was planned.

3) Methods of Assessment

In this lesson, TT6 was not effective in assessing the learners' progress. First he gave them an individual activity. Although sufficient time was given for the activity, the learners did not present the answers of the activity to their peers, although it was told by the teacher. If they had practiced in pairs, they could have learned from one another. Only three learners were given the chance to present their answers to the whole class.

However, the 'evaluation' activity was contextualized and meaningful. The learners were asked to rearrange some activities indicated in the pictures. This gave the learners the chance to use the simple past tense meaningfully. However, the trainee's inability to manage his time was a constraint at the 'assessment' stage and thus the learners could not complete the assessment activity.

In general, the assessment task and its procedures at the beginning, in the middle and at the end of the lesson were planned in line with the principles of CLT, except for some time management problems.

4) The Use of Teaching Aids

In this lesson, TT6 used pictures that required from the learners to interpret what the people in the picture were doing using the time label on them. The learners referred to the pictures, and

placed them in the time order. They also used their textbooks during the ‘practice’ and ‘evaluation’ activities.

In terms of the use of the blackboard, TT6 did well. He wrote the learners’ answers on the blackboard. In short, he did well in using this visual aid to support his lesson.

5.4. Data from the Document Analysis

During my observation, I collected copies of sample lesson plans from the observed pre-service primary school EFL teacher trainees. The sample lesson plans of each trainee were taken for two main purposes. First, they were used as a reference to check to what extent they implemented the plans they prepared. The second and more important reason was to see if the trainees implemented their lessons according to principles presented in the ELTM courses training. Therefore, the lesson plan analysis was made on the lesson’s objectives, the learners’ activities, the teacher’s role and evaluation.

5.4.1. Analysis of TT1’s Lesson Plan

Profile of the observed school and the classroom: This lesson plan was taken from lesson observation 2 of TT1 (See 5.3.1.2.).

Lesson Topic: Speaking

Title: Greetings and introductions

Grade level: 5

Textbook: English for Ethiopia Student Textbook, Grade 5, Revision Unit 1

This lesson plan was taken from lesson 2 observation of TT1. It had all the required elements of lesson plan in it. It had objectives, the teacher’s and the learners’ activities, content specification, teaching methods and teaching aids.

The lesson had three objectives. The objectives were:

- Exercise formal greetings with their peers,
- introduce themselves
- write some examples of formal greeting in sentence form.

The above objectives show that TT1 had the knowledge of setting clear, specific and achievable objectives. Her three objectives required that the learners do practical activities, such as making conversations in pairs and using formal greeting phrases. However, these objectives were not communicated to the learners at the beginning of the lesson.

The teacher's and the learners' activities were specified along with their allotted time. The activities were sub-divided into introduction, presentation, stabilization and evaluation. In the 'introduction' phase, the teacher planned to revise the previous lesson and introduce the new topic whereas the learners were expected to remember the previous lesson. During my observation of this lesson, I found that TT1 implemented the specified stages in the lesson plan.

The 'presentation' stage of the lesson required from the teacher to provide phrases commonly used in greetings and introductions, but the teacher did not include this in her plan. It was a teacher-dominated lesson although it was planned for a speaking lesson. On the whole, there were only a few opportunities for the learners to practice greetings and introduction. Although there were stabilization and evaluation phases in the lesson plan, she did not do any of them in practice.

In addition, the elements of the content breakdown, the teaching methods and the teaching aids were not properly specified. Regarding the time breakdown, the time was fairly distributed to the lesson stages. Of the 40 minutes lesson time, the lion's share of time (23 minutes) was allotted to the middle stage. The introduction, stabilization and evaluation stages had 7, 5 and 5 minutes respectively.

In sum, this lesson plan did not have specific details and did not satisfy the requirements of the language teaching lesson plan, except for its objectives.

5.4.2. Analysis of TT2's Lesson Plan

Profile of the observed school and the classroom: This lesson plan was taken from lesson observation 1 of TT2 (See 5.3.2.1).

Lesson Topic: Grammar

Lesson Title: The Present Continuous Tense

Grade: 6

Textbook: English for Ethiopia Student Textbook, Grade 7

The duration of this lesson was 40 minutes. In terms of the format, it included almost all the main parts of a lesson. It had objectives, the teacher's and the learners' activities, the instructional materials and the time breakdown.

The lesson had three objectives. The terms of the objectives used in the lesson were, namely *explain, identify* and *use* the present continuous tense. The objectives were appropriate to a language lesson because they incorporated both the conceptual knowledge and the use of the present continuous tense. The teacher's activities were also organized in the conventional lesson stages. In the introduction stage, the trainee teacher planned to revise the previous lesson through oral questions. However, she did not implement these in her actual teaching. She started her lesson by checking the learners' homework. Then she walked to the learners' desks and checked the work of each learner by placing a mark against each question item.

In the middle stage, she planned to contextualize the lesson by using a picture from the textbook that shows what was happening in the village. However, she used a chart instead of the picture, when she explained the verb forms. It was a good idea to use a picture that shows a scene to make the learners describe the happenings. She was to ask the learners to tell her what was happening in the picture to enable the learners to practice both the question and the statement forms of the present continuous tense. In the next stage she planned to summarize the main points and to give class work; she gave the learners a gap-filling activity for classwork that required from the learners to fill in the spaces with the correct form of the verb

given in brackets. The task focused on only accuracy. However, it did not create a situation where the learners could use their grammar knowledge in communication. Moreover, the learners' were passive listeners during most of the lesson's time.

In general, it was evident that TT2 had the knowledge and the skills of planning an EFL lesson although she did not fully implement the plan in her actual teaching.

5.4.3. Analysis of TT3's Lesson Plan

Profile of the observed school and the classroom: This lesson plan was taken from the lesson observation 2 of TT3 (See 5.3.3.2).

Lesson Topic: Reading

Lesson Title: Kawo Tona, the Last King of Walayta

Grade: 6

Textbook: *English for Ethiopia Student Textbook, Grade 6.*

This lesson was planned as a reading lesson which lasted for 40 minutes. In terms of the format, it had all the elements that are required in a language lesson. It included the lesson heading, the objectives, the contents, the teacher's and the learners' activities, the stabilization and the evaluation sections.

The objectives were clearly stated and were also appropriate for a reading lesson. It included action phrases such as, *tell the meaning of new vocabulary items, summarize the main points of the text and identify the true and the wrong information from the given sentences.* However, TT3 did only one of the objectives. She used most of the lesson time in asking for the equivalent meaning of new words in the local language. She made no attempt to do the comprehension questions.

On the other hand, the teacher's and the learners' activity sections were defined in terms of more teacher-talk time. The trainee planned for the learners to listen to the reading passage as

it was read. It seems it was planned for a listening lesson instead. This shows that TT3 did not understand the difference between a reading and a listening lesson. As I mentioned in this trainee's implementation of PCK earlier, he and some learners read aloud while others were listening to them. In the evaluation stage, he gave them classwork although the learners were not able to finish it because of a lack of time. Thus, the activity ended with him writing the correct answers of the comprehension questions on the blackboard. In conclusion, it was evident that TT3 did not demonstrate good skills in both planning and implementing a language teaching lesson plan.

5.4.4. Analysis of TT4's Lesson Plan

Profile of the observed school and the classroom: This lesson plan was taken from the lesson observation 2 of TT4 (See 5.3.4.2).

Lesson Topic: Grammar

Lesson title: Tenses

Grade level: 7

Textbook: *English for Ethiopia Student Textbook, Grade 7*

The lesson plan was taken from the observation of TT4's lesson the second time around. This trainee's lesson was totally a traditional grammar teaching lesson. Its objectives, contents, the teacher's and the learners' activities, and the assessment techniques did not comply with the CLT principles that the trainee was trained to apply in his lesson.

The objectives were stated in terms of memorizing the grammar of tenses. The following were the objectives set for that lesson:

- Define the meaning of a tense.
- Identify the types of tenses.
- Change the given verbs into the correct tense forms.

All the objectives were set to promote the learners' knowledge of the language rules, not the application of the rules in a certain context. Therefore, this indicates that TT4 did not know how to set the EFL lesson objectives.

The contents of the lesson in TT4's lesson plan were a list of tenses and their rules. It classified verbs into categories such as regular and irregular, the infinitive, the past and past and present participle. Not only the contents were rule-oriented but also the teacher's and the learners' activities were planned in terms of a traditional grammar lesson. The teacher explained the rules with illustrations and the learners took down notes. It was evident in my observation of this trainee that there was much teacher-talk. The learners did not practice the newly learned language items (particularly the past tense) in a meaningful way.

In addition, TT4's planned to assess the students using activities from the textbook. Towards the end of the lesson, he collected few sentences from the learners and wrote them on the blackboard.

In general, TT4's lesson revealed that though he planned the lesson with specific details and in a good format, the plan did not comply with the content pedagogical knowledge of grammar teaching he had received during the training.

5.4.5. Analysis of TT5's Lesson Plan

Profile of the observed school and the classroom: This lesson plan was taken from the lesson observation 2 of TT5 (See 5.3.5.2).

Lesson topic: Writing

Lesson title: Descriptive paragraph

Grade level: 6

Textbook: *English for Ethiopia Student Textbook, Grade 7*

The data I obtained from the lesson observation and the lesson plan showed that TT5 had the basic knowledge and skills of planning a language lesson.

This trainee's lesson was planned for the process approach of teaching writing. The objectives were set to have the learners practice the process of writing. The terms used in the objectives were *improve*, *practice* and *use*. To achieve these objectives, the teacher moved between the rows and gave support to the learners during the 'while writing' stage. Also, the learners tried to finish the work on time. However, TT6 did not manage the lesson time in order to achieve the objectives.

The introduction part of TT5's lesson plan was implemented as it was planned. In the pre-writing stage, he taught the key words that the students had to use during the actual writing phase. Next the trainee explained the stages of writing a paragraph.

The teacher's and the learners' activities were also stated clearly. The teacher was expected to support the learners while they were engaged in the writing process. However, this teacher trainee did not manage to fully implement his plan. For example, the activities did not give the learners the chance to work in pairs or in groups, which could have created interaction and help the teacher to integrate the writing skill with the other skills. In addition, he did not make the learners do the writing edition stage.

This lesson plan also included the summary and evaluation stages. As was stated in the lesson plan, the teacher summarized the lesson by revising the main points, and after the summary he ended the lesson by giving the learners homework.

In general, TT5 was good in planning for the EFL writing lesson, but was not effective in implementing his knowledge of teaching writing as stated in the ELTM course.

5.4.6. Analysis of TT6's Lesson Plan

Profile of the observed school and the classroom: This lesson plan was taken from lesson observation 1 of TT6 (See 5.3.6.1).

Lesson Topic: Reading

Lesson Title: Cotton growing

Grade level: 7

Textbook: *English for Ethiopia Student Textbook, Grade 7*

My observation and the analysis of the lesson revealed that TT6's lesson plan had a clear introduction, development and ending.

At the introduction phase, he began the lesson by revising the previously learned work. As was his plan, he asked the learners if they remembered the some points from the lesson. He then checked that all the learners had access to the reading material (*English for Ethiopia Student Textbook, Grade 7*).

Regarding the teacher's and the learners' activities, the lesson had the three the stages of teaching reading. At the pre-reading stage, the trainee teacher planned for the learners to discuss the questions given in the textbook in groups. During the 'while reading' stage too, the trainee asked for volunteers to read the passage aloud. He gave four learners the chance to read the passage aloud. However, the way he taught was not aligned to the principles of teaching reading. Also, the teacher should have given the reading tasks to the learners but he made the learners read the text without giving the 'while reading' task. TT6's lesson plan showed that, in the 'post-reading' stage, the learners do the reading comprehension activity in the learners' text book. However, the time was up before most of the learners had finished the reading comprehension activity. Finally, the discussion on the questions was made in a rush at whole class level, but the assessment was not done due to shortage of time.

In general it can be concluded that TT6 has the theoretical knowledge of the planning of an EFL reading lesson, but his teaching did not reveal his ability to implement the plan.

5.5. Conclusion

In this chapter, I presented data collected through lesson observation and document analysis. Lesson observation was used to collect the participants' classroom teaching practices. The observation was carried out during the trainees' teaching practicum. The classroom observation emphasized on trainees' practice of the pedagogical content knowledge. The analysis of the lesson observation of the participant EFL trainee teachers' classes focused on the areas set out in the observation checklist. The areas focused on in the observation and the documents were the application of the major stages of lesson delivery, the appropriate ELT methods, assessment techniques, and the use of teaching aids.

From the analysis of the data, it was found that the participant pre-service primary English language trainee teachers had limitations in implementing the PK and PCK in their teaching practice. They did not have sufficient skills in preparing good lesson plans and putting the plans into practice. Regarding the analysis of the lesson plan, the trainee teachers knew the elements of a lesson but they did not substantiate how important the elements are. In addition, the lesson analysis showed that more than half of the analysed lesson plans were not detailed and thus did not satisfy the requirements of the language teaching lesson plan. In summary, their inadequate performance in the planning, presentation and assessment methods they used in their lesson plans shows that they did not have good understanding on the principles of ELT methods.

In the next chapter the data from the trainees' interview responses will be presented.

CHAPTER SIX

6. PRESENTATION OF THE DATA FROM THE INTERVIEWS

6.1 Introduction

In chapter 5 the data from both the lesson observations and the document analysis were presented. The interview data is presented in the next section. In-depth interviews with the participants were preferred because it is more convenient to ascertain the trainees' experiences and understanding of the ELT. The interview helped to verify and clarify what was observed in the classroom. The interviews were also audio-recorded.

This chapter first presents the findings from the interviews. Then the categories of the themes and the sub-themes are introduced. Finally, concluding remarks of the chapter are presented.

6.2 Presentation of the Findings

6.2.1 The Teacher's Pedagogical Knowledge

Under this theme, the data related to the second research question, *what is the pre-service primary English language trainee teachers' understanding of the ELT methods?* are presented. As it was indicated in chapter 3, the teachers should have content knowledge, pedagogical knowledge and technological knowledge (Koehler & Mishra, 2008; Schmidt et al., 2009). Among these qualities, as the ELTM course is the focus of this study, the trainee teachers' ELT pedagogical knowledge is relevant in this theme.

6.2.1.1 Presentation of the Interview Data

The interview questions were related to the trainees' knowledge about the concepts of second language teaching and learning, the process of classroom dynamics, and the methods of teaching and learning English. It specifically embraces the knowledge of teaching techniques, methods, classroom management, assessment, lesson plan development, and the learners' learning. On this basis, the trainees' responses to the interview questions are presented in the tables, followed by a detailed explanation.

6.2.1.1.1 The Trainees' Understanding of Learner Factors in Language Learning

This question was intended to look at the trainees' understanding of the learners' individual differences and how the trainee teachers relate these factors to classroom teaching as was dealt with during training.

Question 1: In the course ELTM, you have learned about learner factors or individual differences. Would you explain what 'learner factor' means, how you managed to identify the differences during your teaching practicum, and how you treated these differences in your classroom?

Table 6.1 below presents the trainees' responses in respect of the understanding of learner factors.

Table 6.1: Understanding learner factors

| Trainee Code | Trainees' responses |
|--------------|---|
| TT1 | <p><i>A learner factor is the difference in learning ability of the learners. Some are fast learners and some are slower. During my practicum, I identified fast and slow learners <u>by giving class work</u>. Fast learners finished home works very quickly. Some never finished the work in the given time. So I preferred homework than class work to treat all learners fairly.</i></p> |
| TT 2 | <p><i>Students have different backgrounds like urban and rural, poor family and rich, naughty and calm. To identify their differences, I made them to <u>write about themselves</u>. From their writing, I understood not only their family background but also their writing skills differences. I use these differences during organizing group works.</i></p> |
| TT3 | <p><i>Students are not the same in their age, sex, and in learning ability. But, it was challenging for me because my <u>students were many</u> in number. It was too difficult to manage this in large classes.</i></p> |
| TT4 | <p><i>Some are fast learners and others are slower. Also they differ in taking responsibility of their learning. Irresponsible learners do not do <u>homework or assignments</u>. I advised my students to do home works to be good learners.</i></p> |
| TT5 | <p><i>Actually all students are different in behaviour, physically, and in personality. These differences have effects on their learning. I managed to identify students' misbehaviours by <u>observing</u> misbehaving students and kept the class discipline.</i></p> |
| TT6 | <p><i>Students are not the same in every aspect. They come from different background such as urban or town, poor or rich, educated or uneducated family, or they may be good learners or not. These differences can affect student learning. As a teacher, I <u>may not manage</u> to identify all these but I focus on their learning differences and support the low achiever students by preparing tutorial l classes.</i></p> |

The responses in the table show that all of the trainees have a basic understanding of the concept of the learners' individual differences. The factors identified in their responses are the learners' physical differences, such as age and gender (TT3), geographical location (TT2, TT6); the learners' personality differences (TT2, TT4, TT5), family-related differences, such as education level (TT6) and economic situation (TT2, TT6); and learning ability (TT1, TT3, TT4, TT6). However, the data show that their understanding has limitations in two areas, namely in respect of the comprehensiveness of their understanding of the concept, and how to apply these factors in their teaching.

Most of the trainees did not have a comprehensive understanding of the concept 'learner factors.' The most significant factors mentioned in the training were the learners' differences in attitude towards the learning of the English language, intelligence, the learners' motivation, autonomy, learning styles and preferences, learner behaviour and environmental factors. Among these, seven areas of differences covered in their training, the differences mentioned in the trainees' responses, all together, were only intelligence, behaviour and environment. However, significant learner factors in language learning like attitude, learning styles and preferences; and motivation were not mentioned by any of the trainees. This shows that the trainees did not have a good understanding in this respect, and the implication is that they were not aware of the important individual differences of their learners which, in turn, determine their teaching methods. Also, in their responses it was evident that their understanding level was not the same. Only three of them (TT 2, TT5, TT6) mentioned three differences each. The rest of them mentioned one or two out of the seven areas covered in the ELTM course.

The teacher trainees had only a limited understanding of how to apply the learner factors in their classrooms. In terms of strategies, all of the trainee teachers except two used some form of strategy to identify the learner differences. The strategies they used were, namely giving classwork, homework or assignments (TT1, TT4), having the learners write their short description (TT2), and observing the student behaviours (TT5). The rest (TT3, TT6) responded that it was difficult for them to identify individual differences due to the large class sizes and the complex nature of these differences. However, what is more important is not

only to be aware of these learner differences but also the trainees have to be able to demonstrate how they can address the differences in their classrooms. For the sub-question, “*How do you treat these in your classroom?*”, only TT2 and TT6 understood what to do.

TT2 said, “*To identify their differences, I made them to write about themselves. From their writing, I understood not only their family background but also their writing skills differences. I use these differences during organizing group works.*” TT6, on his part, claimed, “*I may not manage to identify all the learner differences but I focus on their learning differences and support the low achiever students by preparing tutorial l classes.*”

Most of the trainees understood that it is important to address learner differences in the classroom for better learner achievements, except they experienced limitations in how to apply these differences in the teaching-learning process.

6.2.1.1.2 The Trainees’ Understanding of the Methods of Teaching a Second Language

This item was included to identify the pre-service primary English language trainee teachers’ awareness of the main methods of second language teaching. Among these methods, the trainees were asked to explain the differences between CLT and the traditional grammar teaching methods and how they are applied in the lessons. The trainees’ responses are summarized in the following table. ‘K’ indicates responses on their knowledge of the differences between the two methods and ‘I’ refers to the implementation-related responses.

Question 2: What do you think are the major differences between the traditional and the CLT approaches of second language teaching? How do you use these second language teaching approaches in your teaching?

Table 6.2 below presents the trainees’ understanding of the differences between CLT and the Traditional Grammar approach of teaching language and their implementation.

Table 6.2: Understanding the differences between CLT and the traditional approaches

| Trainee Code | Category | Trainees' Responses |
|--------------|----------|--|
| TT1 | K | <i>CLT uses student centered approach but traditional approach is teacher dominated.</i> |
| | I | <i>I use CLT because my students have to use the language. But this is applicable if the students are good in English; otherwise it is challenging to use it.</i> |
| TT2 | K | <i>CLT approach develops speaking skill but traditional approach is grammar oriented.</i> |
| | I | <i>I use both approaches depending on my topic of the lesson. In speaking section, I use the CLT and in grammar section I prefer the traditional grammar approach.</i> |
| TT3 | K | <i>CLT is communication focused teaching but the traditional grammar approach teaches accuracy.</i> |
| | I | <i>I prefer CLT approach because it is good teaching method as it gives more time for the students.</i> |
| TT4 | K | <i>CLT uses discussion in pairs and groups but in traditional approach, teacher explains more and students take note and do written activities.</i> |
| | I | <i>Both are important but I mostly use the traditional method because students need to pass examinations, so I mostly focus on the grammar part.</i> |
| TT5 | K | <i>CLT approach targets the improvement of the communication ability of the students. Particularly, it aims at developing speaking skill of the students but the traditional approach makes students better in grammar than communication ability.</i> |
| | I | <i>I prefer the CLT because I have to make my students speak good English. They can study grammar from other books in the market.</i> |
| TT6 | K | <i>CLT is a method that recommends more time of the lesson for the students. The teacher should not give much explanation. Students do in groups most of the time. On the other hand, in the traditional approach, the teacher is the center of the lesson. He explains and gives notes.</i> |
| | I | <i>I used the CLT because it is convenient for both the teacher and the students. I gave most of the time for the students.</i> |

The trainee teachers' knowledge of the second language teaching methods is very essential, and this is one of the requirements in ELT teacher education. It is based on this knowledge

that they apply the ELT methods in their lessons. Therefore, before I move to the analyses, it is important to mention the major differences between CLT and the traditional approaches. As was discussed in chapter 2, the key features of CLT, according to Nunan (1991), are:

1. An emphasis on learning to communicate through interaction.
2. The use of authentic texts.
3. Learners focus not only on language but also on the learning process itself.
4. An enhancement of the learners' own personal experiences.
5. Linking language learning with language activities outside the classroom.

Taking the two aspects [knowledge (K) and implementation (I)] of the language teaching approaches, I categorized the trainees into four groups. These are:

- 1) Those who had knowledge of the concept and the strategy of the implementation of the methods (+K, +I),
- 2) Those who had the knowledge but no implementation strategy (+K, -I),
- 3) Those who had no knowledge but had an implementation strategy (-K, +I) or
- 4) Those who had no knowledge and no implementation strategy (-K, -I)

The response of TT1 shows that, for her, the CLT is an interactive method. She said, "*CLT uses student centered approach but traditional approach is teacher dominated.*" In addition, she claimed that the purpose of CLT is to have the learners learn to use the language. Based on her claims, she can be considered as a (+K) trainee. In terms of application, she did not see CLT as applicable in respect of learners with a low proficiency. However, it is not supported in the literature that CLT works only in the case of 'good' language learners, so she is (-I) in respect of implementation. Her combined understanding level on CLT is then (+K,-I).

In the case of TT2, she considers the CLT as an approach of teaching only speaking skills. She said, "*The CLT approach develops speaking skills but traditional approach is grammar oriented.*" Though speaking is part of interaction, CLT is not all about it. In this regard, she has only limited knowledge (-K). In terms of implementation, It is acceptable that she applies

the CLT approach, depending on the lesson's focus, though research, for example, Harmer (2001) indicates that there is no one best method for all situations. Therefore, this trainee falls in the (-K, +I) category.

TT3 and TT6 have similar understandings of both K and I. Their understanding is that CLT emphasizes communication and gives more time for interaction. This is positive. However, they believe CLT as it works in all lessons (TT3) and thus they both always stick to it. Therefore TT3 is categorized as (+K,-I) where as TT6 is categorized as (+K, +I).

TT4 notes that CLT promotes discussion through group and pair-work as a principle of interaction. He says, "*CLT uses discussion in pairs and groups.*" This can be considered as positive (+K). On the implementation side, he is totally against the principle of CLT. He is in favor of teaching grammar because he thinks he has to prepare his students to pass the grammar tests. Therefore, TT4 is categorized as (+K,-I).

TT5 has a better understanding than all the other trainee teachers. According to him, CLT emphasizes communication and gives more time for interaction. In terms of application, he aims at making his students speak good English. He also considers both communication and grammar equally important and he encourages the learners to study grammar too. So, TT5 is a (+K, +I) type.

In respect of the ELTM training material, it emphasizes the relevance of a balance between meaning and grammar and the integration of language skills in a lesson because of the natural link between the productive and receptive language skills. None of the respondents said that they keep a balance between accuracy and fluency and the integration of the skills. In summary, the above analysis on each trainee shows that all, except one, (TT5) experience limitations in understanding the CLT approach of teaching a second language. Four of the six pre-service primary ELT trainee teachers (TT 1, TT 3, TT 4 and TT 6) had some conceptual knowledge of the CLT approach but they did not understand how to apply it in the classroom. TT5 is unique in that he understands how to apply CLT in his lessons.

6.2.1.1.3 The Qualities of a Good Language Teaching Lesson Plan

Knowledge of lesson planning is one of the important areas in teacher education. In ELTM courses, too, lesson planning is offered to the pre-service trainees. These courses help the trainees to plan and implement weekly, monthly or annual plans. Similarly, the trainees in this study had undergone training in lesson planning. Therefore, this question was intended to ascertain the trainees' levels of understanding of issues related to the planning of lessons.

The participant trainees' responses are presented table 6.3 below.

Question 3: What do you think are the characteristics of a good ELT lesson plan?

Table 6.3: Understanding the lesson plan

| Trainee Code | Trainees' Responses |
|---------------------|---|
| TT1 | <i>It has all the elements such as introduction, presentation, stabilization and evaluation</i> |
| TT 2 | <i>It includes the subject/course title, grade level, student number, objectives which comprise the three domains [cognitive, affective and psychomotor], students' and teacher's activities, teaching aids and methods of teaching against their time breakdown.</i> |
| TT3 | <i>Lesson plan depends on the content. It not necessarily has all the elements. For example, in teaching vocabulary, I may teach only meaning. So I am not stick to lesson plan elements.</i> |
| TT4 | <i>Four stages of lesson planning [introduction, presentation, stabilization and evaluation] and the methods of teaching skills suggest different stages such as pre, while and post. I am confused which one to follow.</i> |
| TT5 | <i>First it should have clear objectives. The objectives must contain the three domains of learning such as cognitive, affective and psychomotor.</i> |
| TT6 | <i>Lesson has to be worded in simple way. Also each daily lesson plan should have at least three objectives, teachers' and students' roles, and evaluation.</i> |

The trainees' responses were expected to indicate the qualities of a lesson plan not only in terms of its objectives, contents, and stages of delivering the lesson, but also in how good these elements are. In this regard, the planning may involve setting realistic goals, deciding on the appropriate content to achieve the goals, designing activities that expand the learners' understanding and if appropriate, using visual aids to promote learning.

In respect of these qualities, the trainees' responses are presented as follows:

In response to the above question, most of the trainees emphasized the layout issues of a lesson plan rather than its internal qualities. The common pedagogical lesson elements such as introduction, presentation, summarizing and evaluation were mentioned by TT1, TT4 and TT5. In this regard, TT3 responded that it is not necessary to include all the traditional elements of a lesson plan. He said, "*Lesson plan depends on the content. It not necessarily has all the elements.*" So he does not stick to the structure of the conventional lesson plan. TT4, in his response, admitted that he is confused between subject-specific stages (pre, while and post) of teaching language skills and the common pedagogic elements of a lesson plan. He said, "*Four stages of lesson planning [introduction, presentation, stabilization and evaluation] and the methods of teaching skills suggest different stages such as pre, while and post. I am confused which one to follow.*"

Among the elements of a lesson plan that was emphasized by half of the participant trainees (TT2, TT5 and TT6) was the objective of the lesson. The responses of the three claimed for comprehensiveness of objectives in terms of various domains of learning (cognitive, affective and psychomotor). Comprehensiveness is important; however, it is no prescription for a single daily lesson to entertain all the three domains of learning. A daily lesson plan may consist of any one or two of the domains. It is not necessary that the trainees struggle to include all the domains in every lesson.

From the responses of the trainees, it is evident that they did not understand the qualities of a language lesson plan very well. They only had limited knowledge of the format of a lesson in comparison to how good the elements are. Also most of the participant trainees had either the wrong information or were confused in respect of designing the language learning objectives.

6.2.1.1.4 The Roles of the Teacher and the Learners in a Lesson

In terms of the interaction between the teacher and the learners, the Ethiopian Education Policy recommends the implementation of a learner centered approach of teaching and learning in all levels of education. As part of the implementation, the teachers are expected to allow more of the lesson's time for the students to be engaged in practicing. Particularly in the ELT context, CLT is highly recommended in the language teacher training programs and due to this, the trainees in this study had adequately learned the CLT approach. Therefore, in this question, the trainees were asked to explain both the teacher's and the learners' roles in the lesson presentation stage.

Question 4: What do you think is the role of the teacher and the learners during the presentation stage of the lesson?

Table 6.4 below presents the data on the roles of the teacher and the learners in the presentation stage.

Table 6.4: The roles of the teacher and the learners in the presentation stage

| Trainee Code | Trainees' Responses |
|--------------|--|
| TT1 | <i>I share the presentation time between me and the students. During the first half of the time, I explain on the topic of the lesson. Then, I give them activity to do individually, in pair or in groups.</i> |
| TT 2 | <i>I give explanation and the students listen to me most of the time. For example if the lesson is about grammar, I talk more, but in speaking lesson I give more time for students.</i> |
| TT3 | <i>I always use CLT method. Therefore, I make my lesson student centered and make them do the activity independently.</i> |
| TT4 | <i>I explain first and then give activity. I go round the classroom and observe while students do the activities. When they finish the activities, I collect about five to ten exercise books of the first comers and check them. Then we discuss on the answers at whole class level.</i> |
| TT5 | <i>I explain the key points of the day and check the students' understanding in the meantime. If the points are clear to the students, I give them class work to be checked at the end.</i> |
| TT6 | <i>In CLT, the teacher's role is facilitator, so I help my students do in pair or in groups. When they need my help during the work, I offer them my help. However, in some cases, I may use the whole presentation time, especially during grammar lesson.</i> |

Most of the trainees' responses show that they had more teacher talk time in their lessons. In their responses during the interviews, all of them, except TT3 and TT6, used the phrase 'I explain'. Explanation is part of the teacher's role, but it has to be accompanied by modeling, facilitation, monitoring, etc. The teachers' roles, according to almost all the trainees (except TT6) were the same. They explained the content first and then gave activities. In addition, the teachers' roles, while the learners were engaged in the activities, were not mentioned. The phrases in the trainees responses like 'I give them an activity' (TT1), 'I talk more' (TT2), 'I

observe' (TT4), and 'to be checked at the end' (TT5) imply that they did not interact with the learners while the learners were working. The learners may have become passive recipients of knowledge. It is evident that almost all of the trainee teachers used the lion's share of the lesson time, and their roles were limited to the explanation (lecture) method.

6.2.1.1.5 Designing Language Teaching Activities

This question was intended to check the trainees' understanding of the designing, the selection and the use of the language practice activities.

Question 5: What is your understanding of the designing, selection and use of the language practice activities?

Table 6.5 below presents the trainees' responses on their understanding on the effective use of the language teaching activities.

Table 6.5: Understanding the effective use of language teaching activities

| Trainee Code | Trainees' Responses |
|---------------------|--|
| TT1 | <i>I use activities from the student textbook because they are prepared by higher level ELT professionals.</i> |
| TT 2 | <i>I give my students 2- 3 activities from the students textbook. If we have enough time, we do all of them. Otherwise, I will give them as home work.</i> |
| TT3 | <i>I give various activities. For group activities, I use mixed ability grouping because it gives the students learn from each other. Group work also minimizes my burden.</i> |
| TT4 | <i>I select activities from the textbook depending on the content of the lesson. In the skills section, we do activities that can be done in few minutes time. For grammar lessons, I have less time for activity because I have to explain and give short note.</i> |
| TT5 | <i>I am responsible to finish all activities in the student's textbook. So I make my students do most of them at home and we discuss on the answers in the next class.</i> |
| TT6 | <i>I select difficult activities from the student's text book and we do on them.</i> |

According to TT1, the activities in the learners' textbook were of a high standard, so for him the textbook is the only source of the learners' activities. He indicated, "*I use activities from the student textbook because they are prepared by higher level ELT professionals.*" The idea 'prepared by higher level ELT professionals' is not wrong but the activities in the textbook were only options, for two reasons. The teacher is the authority to design or select classroom activities that best promote the practice of the language items in the lesson at hand. Another reason is that there is no best activity that suits all the situations (Nunan, 1991). Due to these reasons, TT1 did not achieve the objective of the training in designing and implementing language teaching activities.

Trainee TT2 was a textbook dependent teacher. She said, "*I give my students 2- 3 activities from the students textbook. If we have enough time, we do all of them. Otherwise, I will give them as home work.*" In addition to this, she did not plan the activities the learners had to do. According to her, it is the time that is available that determines the number of activities to be done in the class. From her response, it is clear that the learners did not get enough lesson transition time due to her struggle to finish all the activities of the specific section in the textbook.

TT 3 did not identify the difference between the concepts *activity* and *classroom organization*. He said, "*I give various activities. I use mixed ability grouping because it gives the students learn from each other. Group work also minimizes my burden.*" He mentioned that a group work is an activity type. Therefore, this trainee had missed the concept of designing and selection of classroom activities.

TT4 was also a textbook dependent teacher in respect of the choice of activities. He claimed that he selects less demanding activities from the student's book but the selection took into account the content area rather than the level of difficulty or the type of activity. He said that he tried to select the activities which demanded less time in the classroom but kept grammar activities for homework. His criterion for his selection of activity was, namely demanding less time, which is not a good reason.

Similarly, TT5 said that he had to finish all the activities in the textbook. He said that he gave much homework and then he discussed with the learners only the answers of the activities. However, the limitation of homework is that it does not guarantee that the learners themselves do the work. Also, the learners do not get the opportunity to interact with each other.

TT6, in turn, noted that he selected only the challenging activities to be done in class or at home. He said, “*I select difficult activities from the student’s text book and we do them either in class or at home.*” His reason is that the less challenging ones can be done by the learners themselves. However, this may work for the high achiever learners only. Hence, activities should address individual differences and should be of various difficulty levels. Therefore, the logic of trainee 6 is incorrect.

From the above analysis, it is evident that they did not understand the purpose of designing and selecting language activities. They felt that they had to cover all activities in the textbook, and played no role in being a resourceful teacher.

6.2.1.1.6 Preparing Good Language Tests

Preparing tests is part of the teachers’ routine in the teaching and learning process, and thus, the trainee teachers in this study were trained on test preparation in the ELTM course. This question item was prepared to discover the trainees’ level of awareness of the preparation and administration of tests.

Question 6: How do you prepare English language tests and what type of questions do you prefer? Why?

Table 6.6 below presents the understanding of the trainees on the nature of language tests.

Table 6.6: Understanding the nature of the language tests

| Trainee Code | Trainees' Responses |
|--------------|---|
| TT1 | <i>My tests cover the language items in my lesson plans. My questions depend on the students' understanding level of most of the students. To check higher level understanding like reading comprehension, I ask explanatory questions.</i> |
| TT 2 | <i>I prepare tests from the area I taught and the question types are usually objective type because we have short time for one session</i> |
| TT3 | <i>Tests should be prepared based on students' ability level. If my students are good I include some challenging questions. However, for students with less ability, I prepare easier questions.</i> |
| TT4 | <i>I usually prepare 5 to 10 items in my test. About a quarter of the items are vocabulary and the rest are grammar questions. This is because in most regional and national examinations, grammar is more focused.</i> |
| TT5 | <i>I know that tests should cover all areas of the topic I taught. The problem is that I had many students in my class and it was difficult to check the students' papers, so I prepare few items.</i> |
| TT6 | <i>Tests come from the lesson objectives and content. I prepare questions which include all the content areas in the lessons.</i> |

The responses show that most of the participant trainees (TT1, TT2, TT6 and TT5) were aware of test specification. They said that they prepared their tests according to the relative emphasis of the lesson contents. However, they were not actually aware of the other qualities of language tests. For example, TT1 and TT3 did not have an idea of test item difficulty level. TT2 and TT5 were very dependent on the test administration issues. For TT2, objective test items were preferable due to lack of time for test administration. TT5 prepared a very small number of items due to the heavy burden of correcting the learners' tests due to the large number of learners in his class. What was unique for TT4 was that he prepares test that have similar structure with the regional and national examinations of the country. He noted, *"I usually prepare 5 to 10 items in my test. About a quarter of the items are vocabulary and the rest are grammar questions. This is because in most regional and national examinations,*

grammar is more focused.” He thought that these examinations focused on grammar and thus he prepared grammar items for his class.

Therefore, most of the participant trainee teachers were influenced by external factors and heavily dependent on the ease of the administration of the tests.

6.2.1.1.7 The Trainees’ Understanding and Application of Teaching Aids

Question 7: Are teaching aids important in language teaching? If so, how are they important? How often do you use them in your class?

Table 6.7 below presents data on the trainees’ understanding and application of teaching aids

Table 6.7: The trainees’ understanding and application of teaching aids

| Trainee Code | Trainees’ Responses |
|---------------------|--|
| TT1 | <i>I think teaching aids are important because they minimize burden of the teacher. But I have not used during the practicum because there were no teaching aids in the school.</i> |
| TT 2 | <i>Yes, teaching aids are important. They make learning clear. But it may not be important to use them in all lessons.</i> |
| TT3 | <i>Teaching aids are helpful especially for children because it motivates them. Unfortunately, the school I was assigned for independent practicum did not have teaching aids center. I could not find any so I did not use in my lessons.</i> |
| TT4 | <i>Teaching aids are helpful in that they can add to long memory especially for visual oriented learners. Mostly, lower grade teachers need to use them.</i> |
| TT5 | <i>They are important. In language classes, pictures, photographs can be used in speaking and writing lessons. So I use them in these lessons.</i> |
| TT6 | <i>Teaching aids are important in teaching because they make lesson interesting. Therefore, I use them when they are available in my school.</i> |

This question enquired about both the attitude and knowledge of the trainees on using teaching aids in an EFL classroom. The data from the interviews showed that all of the trainees had a positive attitude towards teaching aids because they considered them as helpful, and thus they used them in their classrooms. However, they were also asked to justify why they used teaching aids with their classes. This was intended to identify the pedagogical knowledge of the trainees. Two of the trainees responded that teaching aids ease and make the knowledge durable. TT2, TT4 and TT6 said that teaching aids help the learners to have good understanding of the contents. The other reasons mentioned by them was that teaching aids add interest to learning. Similarly, TT3 found teaching aids motivate learners. Finally, TT1 considered teaching aids important for the teacher in that they support the teacher too.

The above data show that all the participant primary school EFL teachers understood that teaching aids are important resources in the teaching and learning process. However, the problem is that the teacher trainees are only the recipients of ready-made teaching aids. They confirmed that they expected the school administration to provide them with teaching aids.

6.2.2 Theme 3: Factors Related to the ELTM Training Environment

Under this heading, the factors that are related to the ELTM training environment are analysed. The importance of this theme is to see if the training conditions were conducive to the ELT training. To identify the factors, the participant trainees were asked to reflect on the areas related to the resources available in the training institute, the teacher educators' course training method and the practicum implementation strategy. The interview responses are presented below.

6.2.2.1 The ELTM Training Method

Question 8: What is your comment or suggestion on the ELTM training course and the practicum in general?

Table 6.8 below presents the reflection of the trainees on the ELTM training course method

Table 6.8: Reflection on the ELTM training method

| Trainee Code | Trainees' Responses |
|--------------|---|
| TT1 | <i>Almost the three ELTM courses were not offered according to the course guide. The training methods and the assessment techniques do not match. Secondly, the trainer quality and commitment has to be improved. They are not devoted enough.</i> |
| TT 2 | <i>The time for learning by doing should be increased. It's almost theoretical training that happens in the training sessions in the classroom.</i> |
| TT3 | <i>The ELTM course training should have been supported by audio-visuals/language laboratory. We have never watched any model language teaching lessons.</i> |
| TT4 | <i>The teacher trainers, most of them, seem are not motivated in the profession. They often become late, absent or show less interest in their stay.</i> |
| TT5 | <i>There should be time for reflection between the trainers and the trainees during and at the end of the courses. This could help to evaluate the course journey as well as the outcome of the training.</i> |
| TT6 | <i>What the trainers teach us and what they do in the actual training session contradict each other. The ELTM course trainers taught us to implement CLT/ student centered teaching approach, but they use lecture method</i> |

The ELTM training environment was blamed mainly for three things, namely the lack of commitment from the EFL teacher educators, the lack of resources, and the insufficient time for practical training.

The ELTM courses were not offered according to the course guide. TT4 witnessed that most of the trainer teachers were not motivated in the profession. They often came late, were absent, or showed no interest in the training.

TT1 stressed that there was limitation on the ELTM trainers' method of training. The training was offered through a teacher-dominated lecture method (TT6). Also, TT6 questioned the quality and commitment of the trainers in that what trainers lectured about ELTM in the training session contradicted with the method they train the teachers.

According to TT3, the training was not supported with resources. He said that they never watched any model language teaching lessons and he felt that the training should have been supported by audio-visuals, or a language laboratory. Also TT5 responded that the training did not involve reflective learning at any stage.

6.2.2.2 The ELTM Assessment Method

Question 9: What is your opinion on the overall assessment procedure of the ELTM courses?

Table 6.9 below presents the trainees' responses regarding the ELTM course assessment procedure.

Table 6.9: The ELTM course assessment procedure

| Trainee Code | Trainee's Responses |
|---------------------|---|
| TT1 | <i>The assessment method our ELTM trainers implement was continuous assessment comprised of quizzes, portfolio, written assignments, micro-teaching and final examinations. But the home taken assignments and micro teaching are done in group.</i> |
| TT 2 | <i>Most of the course time was taken by evaluation. Mostly, the assessment method was written assignments, tests and final examinations. The assignments are sometimes copy paste from the ELTM course material; in addition to this, some activities were not realistic.</i> |
| TT3 | <i>They give us home taken assignments, mid and final semester written exams but most of the time, the assignments were given in groups. Honestly speaking, it is the best student in the group that does the assignment.</i> |
| TT4 | <i>We were given too many assignments. We do not have time to discuss on the answers</i> |
| TT5 | <i>Mostly, the evaluation is on paper and pen basis. The trainers give us assignments in groups. We have less time for practical part evaluation like micro-teaching.</i> |
| TT6 | <i>On the evaluation procedure, I see the tests and quizzes are more difficult than the assignments. We usually get lower marks on them. For the assignments, they give us good mark.</i> |

Most of the trainees' (TT1, TT2, TT3 and TT6) responses indicated that the ELTM trainers used various modes of assessment. The trainers used written tests, quizzes, micro teaching and projects. However, the problems of the assessment methods were related to how they were administered. The first problem in this respect was the trainers' preference for group-work to minimize the burden of the assessment load. For example, TT1, TT3 and TT5 indicated that the projects and the micro teaching were done in groups. TT3 said that group assessment may not be reliable because, in many cases, it was the best student in the group who did the assignments.

In terms of the nature of the assessment tasks, some of the activities were not realistic. TT6 also said that the assessment has various difficulty levels. For him, the tests and the quizzes were more difficult than the written assignments. The difference in the level of difficulty can address individual differences too.

Another limitation of the ELTM assessment method was in respect of the number of assessment tasks. TT2 said that most of the course time was taken up by evaluation. Similarly, TT4 added that they were given too many assignments and thus they did not have the time to discuss each assessment task.

The last limitation of the assessment procedure was the little time available for practical evaluation, such as micro-teaching. Micro-teaching was given in a group, and most students did not get the opportunity to practice the teaching. Group presentations could sometimes be applicable, but each trainee should have the opportunity to play some role.

6.2.2.3 Reflection on the Independent Teaching Practicum

Question 10: What is your opinion on the implementation (mentoring, supervision and evaluation) of the independent teaching practicum?

Table 6.10 below presents the trainees' experience on reflective learning.

Table 6.10: Reflection on the independent teaching practicum

| Trainee Code | Trainees' Responses |
|--------------|--|
| TT1 | <i>The time for the independent teaching was only 3 weeks, so it was not enough to experience the challenge and test our ability to apply the knowledge we got from the ELTM courses.</i> |
| TT 2 | <i>The students did not have interest on English lessons because it is difficult for them.</i> |
| TT3 | <i>What was challenging for me was the classroom management. Students came late and the class was often noisy.</i> |
| TT4 | <i>I was not good in the practicum part. I was so nervous. My problem is not only on the ELT methodology part but I feel I lack English proficiency.</i> |
| TT5 | <i>I expected that my supervisor tells me what I was good at and not. Sadly, he told me to see the result in after it is graded. I do not think the objective of practicum is only for marking.</i> |
| TT6 | <i>I was a bit nervous on the first few days because it was my first time to conduct a lesson; during the ELTM course, I did not do micro-teaching part; my group member presented for us. Also my mentor teacher of the primary school did not take any formal teacher training program or short term training.</i> |

The data from the interviews revealed that the implementation of the pre-service primary school EFL trainee teachers' independent teaching practicum had some irregularities. The main problems mentioned by the participants were inadequate time available for the school practicum, and lack of adequate supervision and mentoring.

TT1 mentioned that they spent only three weeks on independent teaching, so she was not able to apply the knowledge she gained from the ELTM courses. She added that it was mentioned in the course syllabus that the time allotted for independent teaching was six weeks. However, the practicum time was cut short due to some financial and logistic limitations. The trainees

came from families with poor economic backgrounds and this forced them to cut the duration of the practicum.

TT5 and TT6 mentioned that there were limitations in the assessment and feedback system of the teaching practicum. TT5 mentioned that he did not have the opportunity for pre- and post-observation discussions with his supervisor. He only knew his status on course grade he scored. The practicum implementation guideline of the course recommends that the supervisors have to arrange discussion sessions before and after they did the lesson observations. The discussion was to talk about the purpose and procedure of the lesson observation, and to give the trainees the chance to reflect on their strengths and on the areas that needed improvement. TT6 also mentioned that his mentor teacher at the primary school did not have the necessary knowledge and experience in teaching English. He said that the teacher did not complete the primary school EFL teacher training program. In short, both the teacher educators and the school mentors had limitations in respect of the implementation of the practicum.

Another challenge the trainees faced during the practicum was related to the classroom environment. TT2 mentioned that the learners in the classroom he was assigned to did not have any interest in the English lessons. TT3 added that he had classroom management problems. Similarly, TT4 mentioned that his problem was not only in respect of his ELT methods but he also he felt that he lacked proficiency in English. These situations show that the trainees did not receive adequate preparation during the ELTM training course.

6.2.2.4 Feedback of the Trainees on the Overall ELT Training

Question 11: What is your view on the pre-service primary school ELT training program in general?

Table 6.11 below presents the feedback of the trainees on the overall ELT training.

Table 6.11: Feedback of the trainees on the overall ELT training

| Trainee Code | Trainees' Responses |
|--------------|---|
| TT1 | <i>The course load given in a semester was too high. We take more non-ELT courses for which we are not specializing. So I was so busy doing the assignments and I didn't have enough time to concentrate on any of them.</i> |
| TT 2 | <i>The curriculum does not promote single specialization. Even the credit hours of ELT are less than 20% of the total course work and most of the training time is used to cover the assessment scheme than practice and reflect on the contents. The micro-teaching and teaching practicum should be managed properly.</i> |
| TT3 | <i>Especially in ELTM, my trainers focused on covering the course outline than checking the improvement due to the training.</i> |
| TT4 | <i>Most of ELT teacher trainers do not start the training as it is set on the academic calendar. About the end of the semester, they make us over busy in extended hours of lectures and assignments to cover the course chapters. Really, semester end was so frustrating time.</i> |
| TT5 | <i>I have taken many unrelated courses to my specialization. The courses like geography, chemistry, biology are not adding anything to my English teaching.</i> |
| TT6 | <i>I have generally positive attitude towards the English program I am specializing for. But the credit hours of the ELTM should be increased.</i> |

The above table indicates that almost all the participants indicated that the primary school EFL teacher training program did not provide them with adequate English language teaching knowledge and skills. They said that they spent most of the training time on courses that have no relation to their area of specialization. Such courses include geography, chemistry and biology (TT5) which were irrelevant. As a result, TT1 was so busy with doing the assignments of these courses that she did not have enough time to concentrate on the ELTM courses. TT2 explained that the ELT courses make less than 10% of the total course-work.

The other area that needs improvement in the ELTM training, as mentioned by TT2 and TT6, was the need for more time for practice and reflection on the training. TT2 and TT6 suggested that the micro-teaching and teaching practicum should be managed properly.

In addition, TT3 and TT4 said that there was time wastage in the ELTM training course. They made the teacher educators accountable for this situation. TT4 mentioned that most of the ELT teacher trainers did not start the course as it was set in the course schedule and the academic calendar. Due to this, at about the end of the semester, the trainers gave the trainees a lot of work with extended hours of lectures and assignments to cover the course chapters, which made the trainees frustrated during the semester end examination. Also TT3 explained that the ELTM trainers focused on covering the course guide rather than checking the improvement made due to the training.

6.3 Categories of the Themes and Sub-Themes

As was already mentioned above, the data collected from the participants were organized in three themes. These themes are, namely the trainee teachers' knowledge of the ELTM, the trainees' classroom practices, and the ELTM factors related to the training environment. The source of data for the first theme was the trainee teachers' responses in the interviews. The categorization of the themes was derived from Mishra and Koehler's (2006) framework that explains the dynamic relationships among EFL teacher knowledge areas. The first theme focused on the classroom lesson observations and the analyses of the documents. The data for the second theme came from interviews with the trainee teachers and focused on their pedagogical knowledge. For theme three, the data from the two research instruments (interviews and the lesson observations) were used.

Table 6.12 below presents the categories and themes that emerged from the data from the three research tools (observations, document analyses and interviews).

Table 6.12: The outline of the categories and sub-themes of the findings

| Tool | Dominant Data Threads /Categories | | | |
|---|--|---|--|---|
| I N T E R V I E W | Trainees did not apply learner factors in their teaching. (knowledge) | The trainees failed to apply the CLT in classroom teaching. (practice) | The training was offered through the teacher lecture method. (method) | The trainees did not apply their CK and PCK in the classroom practice .(practice) |
| | Lack of reflective learning experience (method) | Lack of audio-visual support in training(training environment) | Less opportunity for trainees to try out new ideas and teaching strategy (Method). | Reflective teaching was not properly implemented in the EFL teacher training (method) |
| | The trainees did not have a good understanding of the qualities of a language lesson plan. (knowledge) | Micro teaching assessments were given in groups due to little time available for practical evaluation. (method) | The trainees were given too many assignments (poor assessment) | Lack of awareness of activity designing and selection. |
| O B S E R V A T I O N | The trainees implemented various principles of language teaching poorly. (practice) | The mentor teachers in the primary schools did not have adequate ELT methodological knowledge (method) | The observed teachers' lessons were teacher-dominated. (Practice) | The trainees did not have any pre and/or post observation discussions with their supervisors. (method) |
| | The trainees lacked pedagogical and content pedagogical knowledge. (knowledge) | Lack of EFL specific observation checklist for supervision (method) | Low motivation and capacity of teacher educators(training environment) | Lack of professional support to the trainees (training environment) |
| | Inadequate supervisor feedback on strengths and areas that they needed to develop(method) | Lack of monitoring and evaluation system(training environment) | Inadequate practice and evaluation in the practicum(method) | Limitations on the assessment and feedback system of the teaching practicum(method) |
| D O C U M E N T | The lesson plans did not satisfy the requirements of the language teaching lesson plan. (practice) | Inadequate attitudinal and methodological training content in the ELTM training (training environment) | ELTM courses account for 1/5 th of the credit hours of the study required to teach (training environment) | Less time given to practice for the trainees to learn by doing required to teach (training environment) |

The above table summarizes the views and impressions that emerged from the three data sources (interviews, observations and document analyses). The recurring views were categorized into four categories, namely the trainees' knowledge (CK and PCK) which are labeled as 'knowledge', the trainees' teaching practice (labeled as 'practice'), the ELTM training method (labeled as 'method') and the training environment (labeled as 'training environment'). These four categories were further collapsed into three themes, namely the trainee teachers' classroom practices, the trainees' knowledge of the ELTM, and the ELTM factors related to the training environment.

6.4 Conclusion

This chapter presented the data collected by means of the interviews with the participant pre-service primary school EFL trainee teachers. In-depth interviews were helpful in capturing the trainees' personal experiences and complex understanding and teaching experiences. Also, the interviews helped me to verify and clarify what I observed in the classroom.

The research themes presented in chapter 6 were the trainee teachers' knowledge of the ELTM and the ELTM factors relating to the training environment. In summary, the participant trainees' responses indicated that ELTM training has problems in respect of the selection of the training content, the inadequate ELTM knowledge of the trainees, the limitations of the teacher educators on commitment to the training and the implementation of the teaching practicum.

Finally, in theme 3, the ELTM training environment was blamed mainly for three things, namely the lack of commitment from the EFL teacher educators, the lack of resources, and insufficient time allowance for the practical training.

In the next chapter, I present a discussion of the findings of the study.

CHAPTER SEVEN

7. DISCUSSION OF THE FINDINGS

7.1 Introduction

In chapter five and six, the data gathered by means of lesson observations, the interviews and the analyses of the documents were presented and interpreted. In this chapter, I discuss the findings of the study presented in the two chapters. The discussion is made based on the data collected by means of the interviews, lesson observations, document analyses and a review of the literature. First, a theme on the trainees' CK and PCK is presented. Following this, the second theme which focuses on the trainees' classroom teaching practice is discussed. Thirdly, theme on the factors related to the training environment is presented. Finally, the chapter ends with conclusions.

This study makes the argument that the quality of education in Ethiopia is affected by a number of factors. The Ministry of Education of Ethiopia, in its working document (MOE, 2008), states that despite the introduction of the recent primary school teacher education curriculum, teachers' competence has not shown any improvement, and in fact, it has even declined (MOE, 2010). Therefore, this study particularly focused on identifying the impact of the training of pre-service primary EFL teacher trainees on their teaching practice.

This discussion is organized around the three themes. These themes are namely the pre-service primary school EFL trainee teachers' knowledge and the implementation of the pedagogical and pedagogical content knowledge, and the factors that are related to the training environment. First, a framework describing the process of the pre-service primary school EFL teacher training is introduced. Then, the discussion mainly focuses on the ELTM training and the factors that contributed to the trainees' poor understanding of the ELTM and poor practice. The selection of the trainees and the admission process, the implementation of the ELTM training and its assessment methods, and the constraints related to the implementation are particularly emphasized in the discussion.

Figure 7.1 below presents the structure of the discussion.

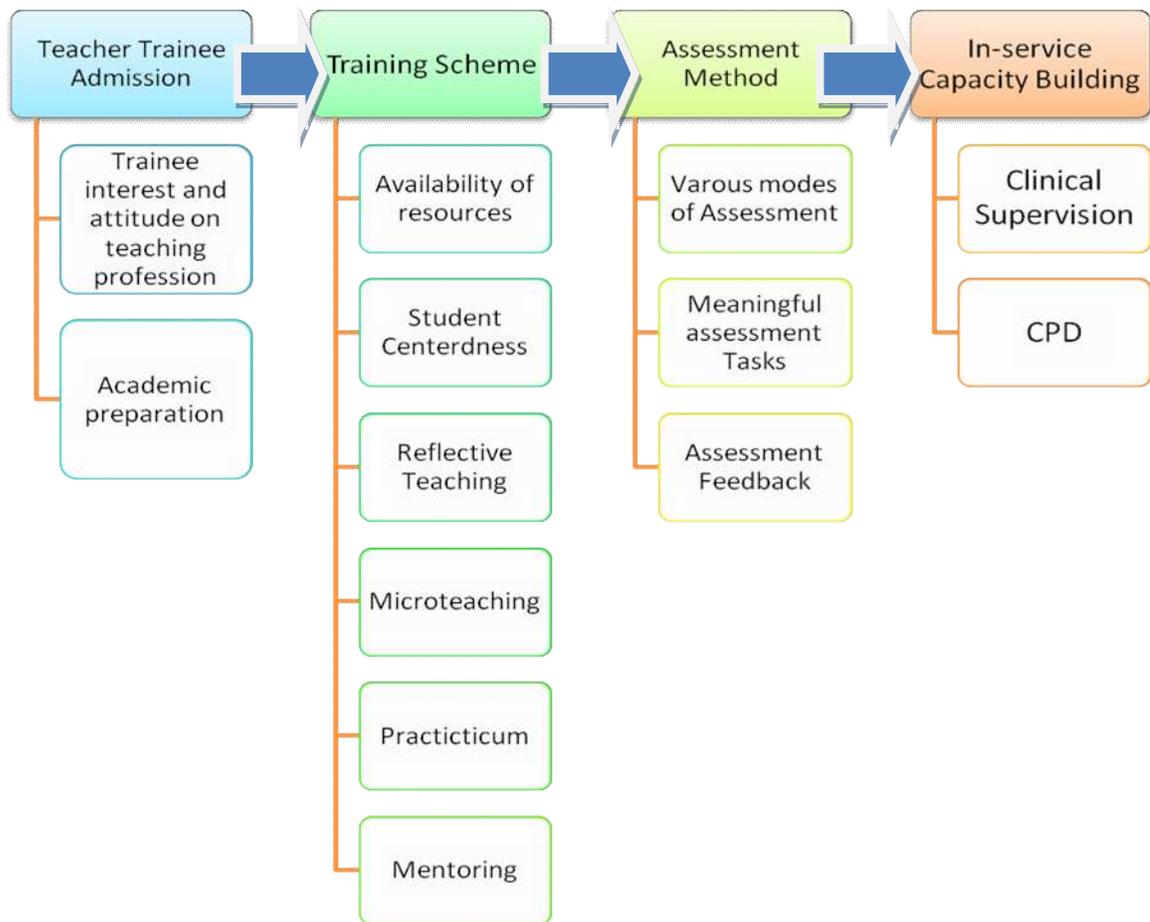


Figure 7.1: The process of pre-service primary school EFL teacher training the findings

7.2 Theme One: The Trainees' Cognition Level of the CK and PCK

The themes of the discussion emerged from the participants' interview responses, my lesson observation and the data from the document analyses. The strategies I used to collect the data were, namely a recording of the lesson presentations, and the interviews along with taking down notes of both the lessons and the interview the responses. Then the data from all the sources that have similar threads were teased out. This process was a recursive one as it involved teasing out threads from the notes I took and going back again to the main points of the findings. In addition, the themes emerged as a result of a confirmation and a reconfirmation of the dominant views from the interviews, observations and the document analyses.

7.2.1 The Need For a Comprehensive Change in the Trainee Teachers' Knowledge

Content knowledge and pedagogic knowledge of teaching are significant areas of a teacher's qualities in the field of language teaching (Richards, 2001). Similarly, the pre-service primary school EFL trainee teachers, within the context of this study, are required to demonstrate these knowledge areas. Particularly in respect of the ELTM course, they need to be equipped with adequate knowledge of the theories of language teaching and learning and classroom teaching skills. The content knowledge gives them the necessary language input they have to transmit to their learners, whereas the methodology courses show them how to teach this content in their classroom teaching (Shulman, 1986; Kilfoil and Walt, 2009). Regarding the pedagogic knowledge, the data from the interviews with the participants revealed that most of the trainees understood most of the concepts of second language teaching. For example, regarding the learner factors, the participants indicated that it is important to address learner differences in the classroom for better learner achievement. However, they did not have an adequate understanding of how to apply the learners' individual differences in their teaching. On the principles of CLT, none of the respondents understood how to keep a balance between accuracy and fluency and the integration of the skills. This implies that they had limitations in implementing the CLT approach of teaching a second language in their classes. Similarly, research by, for example, Bartels (2005), indicates that foreign language teachers often fail to apply the CLT in their classroom teaching although they do have the theoretical knowledge. When they come to their classes, they still practice the traditional grammar teaching method. Also, a study by Makina (2011) on student teachers' outcomes-based education instructional practices in South Africa indicated that in spite of many years' of teaching practice, the teachers still used the traditional teaching methods which they believed were more effective than the new approach. The data from my classroom observations also indicated that most of the trainees' lessons were grammar-oriented. For example, the grammar lessons of TT1, TT2, TT3 and TT5 were totally focused on accuracy. They used much of the lessons' time explaining the rules and giving example sentences to practice the verb forms. The problem was mainly not in respect of a lack of knowledge of the CLT, but was because of the attitude of the implementation of the CLT in

due to unsupportive factors in the classroom. In the interviews the trainees disclosed that the learners did not like to do interactive activities and to take part in classroom discussions for the learners' aim is passing the examination and going to university rather than improving their communication abilities by using the language.

In general, the language teacher training programs should place value on changing the wrong beliefs of externalizing their poor teaching practice to working environment factors (Borg, 1998). In changing the wrong beliefs of the trainees, the training will have a lasting impact on the trainee teachers' future classroom practice (Briscoe, 1991).

7.2.2 The Lack of an Adequate and Suitable Training Strategy

The discussion in the previous section called for the EFL training to bring about a comprehensive change in the trainee teachers' knowledge and belief. This section below discusses the need for designing an adequate and suitable training strategy in the EFL teachers' training in Ethiopia.

The aim of this study was to investigate the impact of pre-service primary English language teacher training, the academic characteristic features of the trainees and the trainers on the trainees' post-training practice. The trainees' level of progress was revealed through the data in the interviews with them and my classroom observation when they were engaged in the teaching practice. The data indicate that the trainees did not have adequate knowledge of the ELTM and their level of the implementation of the various principles of language teaching was poor. The low level of the impact was addressed mainly to the training method. The trainees, during the interviews, also indicated that there were limitations on the part of the ELTM trainers' side in preparing the trainees to be problem-solvers and in maximizing learner involvement in the training process (MOE, 2009). The Ministry document (MOE, 2009), states that the training of the teachers has to be carried out by means of high levels of student involvement, but the training was offered through the teacher-dominated lecture method.

As was discussed in chapter one (section 1.7), the implementation of a constructionist view of learning in the primary school EFL teacher training has a better impact on the trainees.

According to the constructivism paradigm, knowledge is constructed through experience, and this knowledge is created through sharing the experience and involving people in the interaction (Mertens, 1998; Robson, 2002). The constructivists believe that knowledge is constructed socially by people who have different life experience and it is acquired through learners' interaction with the learning materials, the trainers and among themselves (Robson, 2002). Thus, it is important to make the trainees practice learning through a collecting, organizing, interpreting and constructing information during the teacher training.

7.2.3 The Need for Reflective Training on EFL Teacher Education

The theme above indicated that the ELTM course training of pre-service primary school EFL program lacked adequate and suitable training strategy.

The discussion in this section stresses the need for implementing a reflective model of EFL teacher training in pre-service EFL teacher training in Ethiopia.

The Reflective Model of teacher education is emphasized in this study because it has strong connections with the constructivists' research paradigm on which this study is based. According to this view, learning is more effective when a learner is actively engaged in constructing knowledge rather than passively receiving it (Cresswell, 2003). For the constructivists, an educator cannot pour knowledge into the minds of the students (Sinha, 2012: 109).

The Reflective Model shares the cognitive domain of learning activities, such as logical thinking processes, and of the affective domain, such as understanding emotions and emotional responses (Anderson, 2013). In addition, the reflective teaching method causes the teacher trainers to revisit their own teaching practices, beliefs, attitudes, and goals and the beliefs of their students, their colleagues, and the teaching community as a whole. ELT teacher trainers in particular, thus, need to implement the reflective inquiry in the ELTM training effectively and appropriately.

The reflective method of teaching can be implemented in the pre-service primary school English language teachers' training through engaging the trainees in reflection (Beauchamp

2006). It may not be an easy task to describe a reflective learning process. However, a reflection manifests itself through some observable actions. Schön (1983) calls these actions ‘reflection-in-action’ and ‘reflection-on-action’. *Reflection-in-action* is manifested through thinking and doing. These actions provide the trainees with the input that enables them to modify their teaching practice. *Reflection-in-action* is an internal and continuous process of the trainees’ own way of understanding a problem they encounter in their practical teaching. When the newly acquired experience does not change the situation, the trainees develop a new technique that fits in with their new experience. The other concept, *reflection-on-action* refers to the trainees’ analysis of their own classroom practice that aims at getting new knowledge (Collin, Karsenti & Komis, 2013). Thus, the teacher educators (the professors) have to implement these two activities during the micro-teaching sessions and the teaching practice. However, the data from the interviews with the participants and my lesson observation show that reflective teaching was not properly implemented in the EFL teacher training.

As was mentioned earlier, the teacher trainers are responsible for implementing reflective practice in their classroom through providing the trainees with research updates on language teaching area. Pedagogical techniques are used by the teacher educators in assessing the reflective practice. Some of these techniques include portfolios and group discussions. Within the context of this study, however, the ELTM course teachers (supervisors) did not implement the reflective practice and engage the trainees in extra-curricular activities. The extra-curricular activities could have helped the trainees to obtain more teaching experience and theoretical knowledge. Because of the lack of adequate support from the supervisors and the school mentor teachers during the teaching practice, the trainees said that they were influenced mostly by their college professors’ teaching style than the knowledge they gained from their training. A research conducted on teaching practice in Turkey (Buyukkarci & Genc, 2013) shows that pre-service teachers at a teachers’ training college in Turkey mostly adopted the techniques and strategies employed by their mentor teachers. The trainees were not critical of the mentor teachers’ lesson preparation, classroom management and the methods and techniques they used.

The school practicum, in the EFL teacher training in this case, can also be integrated with action research on school-related problems in learning. In the end, the trainees submit a research report as part of the training assessment. The other reflective technique is the methodological technique which refers to conducting scientific research on the reflective practice through interviews, classroom observations, etc.

The above discussion on the reflective process is summarized in figure 7.2 below.

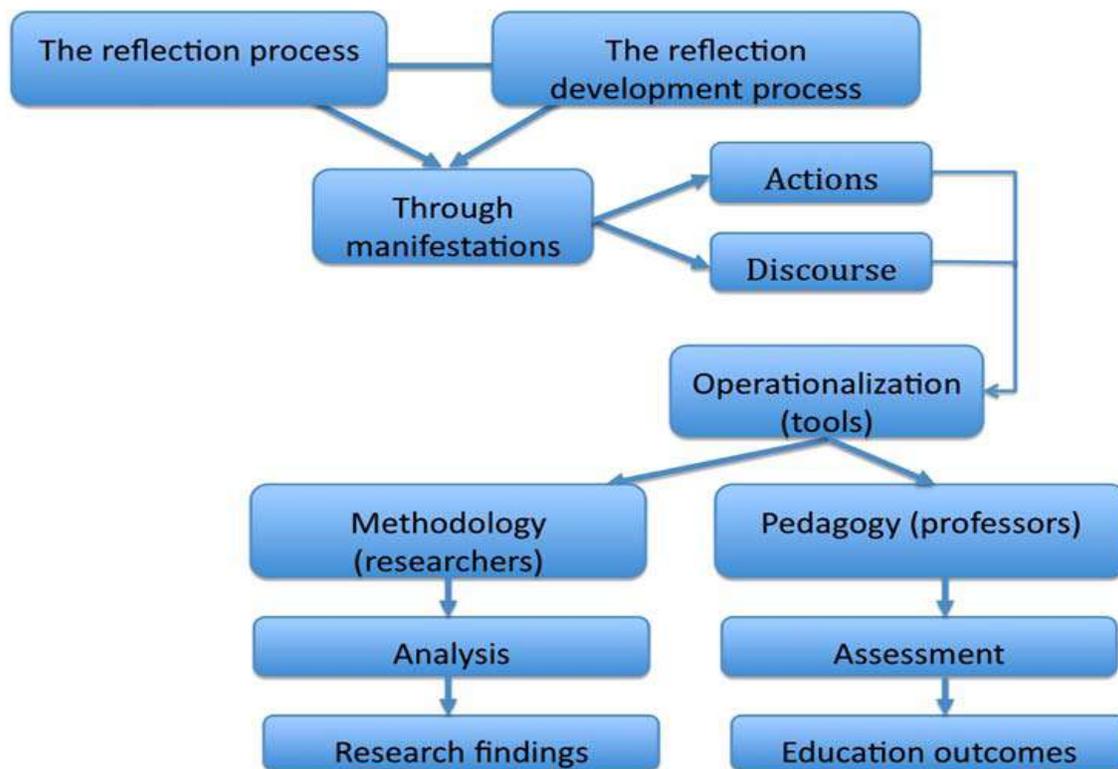


Figure 7.2: The reflection process (Adapted from Collin et al., 2013)

7.3 Theme Two: The Trainees' Classroom Teaching Practice

Theme two emerged from the lesson observations and document analyses. However, some points from the post-observation discussion were used to strengthen the data of the lesson observations. The strategies I used in the observation were, namely recording the lessons and writing notes of the observations in my notebook. The theme emerged through carefully sorting the dominant views from the interviews, the observations and the document analyses.

In this process, three categories emerged under theme two. The three categories are presented in the next section.

7.3.1 The Lack of Reflection in the Practicum

Teaching practice should incorporate reflection as a method of training. However, usually the reflective process may not be included in most course work. The integration of the conceptual theory with teaching practice should be a vital part of the pre-service primary school teacher's training (Quick & Sieborger, 2005). In learning-by-doing, the trainees get the opportunity to test their pedagogical knowledge in the classroom.

The practicum in pre-service EFL teachers' training should be supported with proper mentoring and supervision system (Hernandez & Prudencio, 2015) because mentoring and supervision make the trainees be more autonomous in building their personal and professional competencies. However, the data from the interviews revealed that the mentor teachers in the primary schools did not have adequate knowledge of ELT methods. Most of the participant trainees confirmed that they were influenced by their mentors' teaching methods. Similarly, a study conducted on the Ethiopian secondary school EFL teachers' classes indicated that the teachers' lessons were teacher-dominated. The teachers participated in this study said that they were influenced by their secondary school English teachers' teaching methods (Hailu, 2015).

A successful teaching practice should be supported with a proper supervision. The supervisors should prepare discussion sessions with the teacher trainees on the areas that the practicum focuses on. The discussion between the trainees and the mentors provides emotional support and guidance to the practitioner teachers (Marable & Raimondi, 2007). In this regard, the participant pre-service ELT trainee teachers were asked about the procedures their supervisors followed during the teaching practice. The data from the interviews indicated that the supervisors did not arrange pre-observation discussion. The pre-observation discussions were not held due to the tight schedule of the supervisors. One supervisor was assigned to observe up to twelve student teachers, which made their schedule very tight. However, the pre-observation conference is advantageous for many reasons; on one hand, it creates a supportive

environment for the student teacher and gives him/her confidence. It also helps both the trainees and the supervisors to communicate with each other (Ruth & Raymond, 2010).

Mentoring and supervision should be conducted on areas specified before the observation is made and this has to be communicated to the practitioner teachers. A checklist should include the relevant areas of the training too (Ruth & Raymond, 2010). In the context of this study, the observed trainees indicated that their college developed a common observation checklist that is to be used for supervision in all departments. The English Department also uses this checklist and no modification has been made in any way. The checklist has five rating scales that range from poor (1 point) to excellent (5 points), and the component areas of this checklist are:

- Evaluating lesson plans.
- Application of instructional media.
- Lesson delivery and classroom management techniques.

However, I personally do not agree on adopting a fixed checklist across all the departments because it does not focus on specific subject and pedagogic issues of the areas of specialization. In the teaching of English, the primary important areas of EFL teaching methods should be associated with CLT, such as meaning/communication focused teaching, much learner-talk time, the use of pair- and group-work, and the teacher's role as facilitator. Buyukkarci and Genc (2013) mentioned that observation guidelines were produced centrally for all the departments in the teacher training college in Turkey. Buyukkarci and Genc further claim that the observation checklist was not tailored to identify the trainees' teaching practice in the specific areas of EFL teaching. Within the context of this study, too, the items in the observation checklist were not associated with CLT, and I believe that the trainees were supervised with unrelated and the least important areas of ELT. It was indicated that a language teaching lesson should be the one in which the learners can fully understand the target language and use the language appropriately in their own situations. In addition, the teacher's guide and the student's textbook prepared by the MOE, in the case of this study,

suggest the use of CLT. However, in most classes I observed, the lessons were grammar-focused, had much teacher-talk and less learner-centred.

The other important area of the teaching practicum is developing the trainees' skills of preparing lesson plans. There is no single standard format for lesson plans. The literature indicates that teachers may develop lesson plan templates of their own (Klafki, 1995; Hedge, 2000), but the most important aspect is that the plan should contain sufficient instructional information on the what, why and how of teaching. Regarding its necessity in teaching, researchers such as Milkova (2012) and McCutcheon and Milner (2002) indicate that lesson plan helps the teacher to be confident and familiar with the teaching material they present to the learners. However, the data from both the interviews and the observations of the participant trainee teachers indicated that they did not understand the qualities of a language lesson plan very well. They only knew the layout of a lesson, rather than how important the elements are. Similarly, the document analyses showed that more than half of the analysed lesson plans did not contain all the details, and thus did not satisfy the requirements of the language teaching lesson plan. The problem seems common in most English language teachers' classes in Ethiopia. A study conducted by Abebe (2002) in a number of selected primary school English classes in Ethiopia indicated that the teachers entered the classroom without a lesson plan.

The implication of these findings is that pre-service primary school English language teacher training would negatively impact their post-training practice.

7.3.2 The Lack of an Appropriate Assessment Procedure

In the previous section I stressed that the ELTM training course need to be offered through the reflective method of the training to have the required impact.

In this section, the assessment procedure of the training is discussed.

Teaching and assessment are inseparable elements in education. It is through proper evaluation that the results of the teaching are known (Richards, 1990). In the case of this

study, I discuss the assessment procedure of the ELTM training course procedure in the following section.

The aim of teacher training is to prepare effective teachers for classroom teaching. This means the teachers are required to demonstrate in practice the knowledge they got in the training. In this regard, the teacher educators should observe and evaluate the trainees' effectiveness in the classroom. Relying on this, observation is crucial in teacher education in order to evaluate the candidate's readiness to teach (Ruth & Raymond, 2010). For example, Makina (2011) stresses the importance of micro-teaching because it fosters a realistic experimentation with new teaching methods and strategies. Also it allows the trainees to learn through practice and to gain confidence in their classroom repertoire. However, data from the interviews indicated that the micro-teaching assessments were done in groups due to insufficient time available for micro-teaching. The ELTM course trainers' preference of group-work was to minimize the burden of the assessment load. The trainees further explained that it was the best learner in the group who often did the micro-teaching. As a result, most trainee teachers did not get the opportunity to try out teaching in the training room. Group presentations could sometimes be applicable, but each trainee should be given the opportunity to play some role.

The assessment method of the ELT methodology courses should include both theoretical and practical assessment procedures. These may include quizzes, portfolios, and action research projects, peer-teaching and micro-teaching. Effective assessment could help the trainees to become effective teachers, and emphasize the use of a range of methods at different primary school grade levels. In addition, both summative and continuous assessments should be used because they are pedagogically beneficial. Chakrakodi (2012) states that both continuous assessment and formal tests provide reliable information about the learners' progress. Continuous assessment provides information that may help the teacher trainers to modify his or her training method in general (Black & William, 1998).

7.3.3 The Lack of the English Language Teachers' Empowerment

Particularly for foreign language teacher trainers, Larsen-Freeman and Johnson (1998) proposed a tripartite framework that defines the quality of language teachers. Firstly, the core

of the new knowledge base has to focus primarily on teaching. The teachers training should thus focus on the teacher who does the teaching, the contexts in which the teaching is done, and the pedagogy by which it is done. Secondly, teacher knowledge should include the social, cultural, and institutional contexts in which the teachers are trained.

Another quality of efficient ELT teachers is their knowledge of the behaviour of their learners and the appropriate difficulty level of the content they teach (Webster-Wright, 2009). When the learners enjoy the early success of accomplishing a new task, they are more likely to do the task again and have a positive attitude about it. The teachers, therefore, need to enhance the success of their learners by providing appropriate feedback on tasks. Providing feedback increases the learners' confidence and motivation. The encouragement boosts the learners' confidence (Shulman, 1986). In the contrary, the data from the observations indicated that most of the participant trainee teachers lacked the pedagogical and pedagogical content knowledge. This means the teachers did not achieve the training outcomes determined by the MOE and English Language Teaching Methodology course developers. This implies that the primary school English teachers who already passed through this training system need to be upgraded to the required professional level. The supplementary training could be offered through short term in-service continuous professional development (CPD) training at the teachers' work places (Coulson, 2006). It is only through learning from the teachers' own experience and their colleagues that the trainees are able to get new ideas and understand more about their teaching experience (Webster-Wright, 2009).

In addition to short-term training, teacher supervision is important in developing the teachers' professional expertise. A university-school networks best provide a realistic setting for the implementation of clinical internships for in-service teachers (Hailu, 2015). In addition to the realistic setting, supervision offers a secure environment for the teacher trainees and the teacher trainers to exchange new ideas in the teaching profession (Makina, 2011).

7.4 Theme 3: Factors Related to the Training Environment

Theme 3 emerged from the data from the interviews with the teacher trainees, lesson observations and a review of the related literature. The data from the three sources which were related to the training environment were further collapsed into a third theme 'Factors related to the training environment'. The areas which potentially contributed in a lesser degree to the impact of the ELTM training course on the trainees' understanding of the methods and practice as revealed in the research findings were categorized under this theme. It is known that the internal and external factors in a training environment can influence the outcome of all the training (Borg, 1998). The data from the participant trainees' interview revealed that the pre-service primary school English language teachers' training was influenced by the factors to be indicated in the next section.

7.4.1 Unfavourable Trainee Selection and Admission Method

The will to learn is a necessary precondition for learning to occur (Van Eekelen, Vermunt & Boshuizen, 2006). Similarly, in the pre-service teachers' training, the teachers' motivation plays a significant role in their success. Thus, before the trainees are selected for training, the teachers' training colleges need to identify the candidates who have the passion and personality that may help them to cope with the demands of the teaching profession. On their part, the candidate trainee teachers have to ask themselves why they want to be teachers, what they are good at as regards teaching and how committed they are for the teaching profession (Kilfoil & Walt, 2009). With a positive mentality, trainee teachers engage actively with the training to be successful. This implies that the teacher training institutes need to assess the trainees' attitudes and motivation during the selection process, or even before they start their training if they are already admitted. However, among the criteria set for screening the applicant candidates for training, there was no defined procedure that measures trainees' attitudinal preparation for the training.

Emotional preparation is very important because the teaching profession has a strong relationship with the teachers' beliefs (Chan & Elliott, 2004). Also, the teachers' beliefs determine their performance in the classroom because their preconceptions can have a

negative effect on the outcome of the training (Lin & Lucey, 2010). Although it is possible to change the trainees' attitude through training, reflection and counselling, some training programs achieve little in changing the preconceptions of the trainees (Peacock, 2001). According to Kangan (1992), an extensive investigation on the change in beliefs among pre-service teachers showed that teacher trainees tended to hold the same personal beliefs and self-images before and after the training program. This was due to the insufficient knowledge, practice and supervision gained during the training (Richardson, 2003). In relation to the primary school EFL teachers' training in Ethiopia, Berhanu (2012) and Dereje (2012) argue that the selection of the training content of the teacher training program the MOE has stipulated is inadequate and inappropriate to equip the trainees with the emotional and cognitive preparation required to teach. The above mentioned local studies (Berhanu, 2012; Dereje, 2012) show that the ELT teachers' training was not organized in accordance with the stipulations in the education policy.

7.4.2 The Allotment of Less Weight to the ELT Methodology Courses

The data from the sample trainees' interviews and the Pre-service Primary school Teacher Training curriculum indicate that ELTM courses account for one-fifth of the course credit hours. As the trainees stay for an insignificant proportion of training time on the subject area methodology courses, it may not be fair to expect from them to have the required knowledge of ELT pedagogy. The other ELTM part of the training is the teaching practice, which accounts for 5% of the study load. It is essential to give the trainees enough practice time to learn by doing. The teaching practice, supported by mentors and supervisors, provides the trainees with real experience of the profession. In addition, the participants' interview responses indicated that the primary school EFL teacher training program did not provide them with adequate English language teaching knowledge and skills. The participant trainees said that they spent most of the training time on courses that have little relation to their area of specialization. Most of them agreed that they were kept busy in doing the assignments of these courses and thus they did not have enough time to concentrate on the ELTM courses.

7.4.3 Inadequate Practice and Evaluation in the Practicum

Practicum is a mandatory part of pre-service teachers' training because it maximizes the trainees' opportunity to link theory with practice (Tarman, 2012). The document analyses showed that the practicum accounts for an adequate share (20%) of the training time. However, in teaching practice, the trainees stayed for only three weeks in the teaching practicum. The inclusion of field practice in the curriculum did not guarantee the change expected from it because including it for the sake of a requirement does not automatically bring about the expected change in the trainee teacher.

The practicum includes school observation, course-based school projects, teaching practicum and an action research project. However, this does not mean that the trainees spend all of this time on their specializing subjects. Most of the practicum time was used in general school observation. At the end of the teaching practice, the trainee teachers were expected to write a report as part of their course evaluation.

Another important part of the ELT teacher training is that the trainees should be supported with internalizing the theoretical knowledge, skills and emotional changes and in applying them in the teaching practice. In the contrary, as I indicated in chapter 5, the college supervisors and the school mentors did not give the trainees adequate advice during the teaching practice. For example, TT5 and TT6 mentioned that there were limitations on the assessment and feedback system of the teaching practicum. They mentioned that the supervisors did not organize pre- and post-observation discussion times. However, the practicum implementation guideline of the course recommends that the supervisors have to arrange discussion sessions before and after the supervision session. The discussion time is important because it gives the trainees a clear idea of the purpose and procedure of the lesson observation. It also gives the trainees the chance to reflect on their strengths and areas that need improvement. Thus, the ELT department in the teachers' education colleges should prepare specific areas of observation and the observation procedure in a checklist form. However, there was no subject specific checklist to be used in the English Department at the College of teacher training. Similarly, a study conducted on pre-service language teachers'

practicum observation in Turkey (Buyukkarci & Genc, 2013) claims that the observation guidelines produced centrally for all the departments in the college were not tailored to identify the trainees' reflectivity in the EFL teaching practice and recommended that the guidelines should be modified to engage the pre-service teachers in critical reflective practice.

The other challenge as regards the school practicum was the mentor teachers' lack of ability and skills in providing professional support to the trainees. For example, TT6 mentioned that his mentor teacher at the primary school did not have the knowledge and experience to teach English. He said that the mentor teacher himself was not certified because he did not complete the primary school EFL teachers' training program. This indicates that both the teacher trainers and the school mentors had limitations in respect of the implementation of the practicum. A study conducted on the practices of school practicum at Alemaya University and the surrounding region in eastern-Ethiopia indicated that the practicum was not implemented with full commitment and expertise by the teacher education institutes (Kedir, 2014).

In general, the participant trainees' responses indicated that the ELTM training has problems related to the selection of the training content, the inadequate ELTM knowledge of the trainees, and the limitations of the teacher trainers relating to the implementation of teaching practicum.

7.4.4 Low Motivation and the Capacity of the Teacher Educators

The quality of the trainers has a direct impact on the success of the aims of the training. However, the data from the participant trainees indicated that the teacher educators themselves did not implement the training as was set for the training and they also lacked motivation. The trainers also used lecture method instead of making the training reflective and creative.

In this study, the other indicator of the low motivation of the teacher educators was the fact that they wasted a significant time of the training. The data from the interviews indicated that the teacher educators were accountable for the time wasted during training. For example, TT4 explained that most of the ELT teacher trainers did not start the course training as it was set in

the academic calendar. Towards the end of the semester they kept the trainees busy after hours with lectures and assignments. Thus, the teacher educators' training capacity and motivation has to be improved for the training to be successful.

7.4.5 The Lack of a Monitoring and Evaluation System

The teacher training program in general and the ELT in particular needs a follow-up system to assess the performance of the trainees as well as the teacher trainers. However, in the ELT training program, there was no established system that evaluated the impact of the training from time to time. The participants in this study confirmed that the administrators of the college did not do much in improving the academic quality of the trainees. Due to the little guidance and the follow-up given by the management body, the trainees suffered from a lack of timely response on the provision of facilities like language laboratory.

7.5 Conclusion

The focus of this study was an investigation of the impact of the pre-service primary school English language teachers' training on the trainees' practice. This chapter discussed the findings of the study presented in chapters 5 and 6 in conjunction with the existing literature. The discussion included data collected by means of interviews, lesson observations, document analyses and a literature review. The discussion was organized according to three themes, namely the pre-service primary school EFL teacher trainees' ELTM knowledge, the implementation of the knowledge, and the factors that are related to the training.

The discussion stressed that cognition and the implementation of the pedagogical and pedagogical content knowledge are the basic requirements for an EFL teacher qualification. Thus, the pre-service primary school EFL teacher trainees need to demonstrate these knowledge areas at post-training stage. Specifically, in respect of the ELTM course, the EFL teacher trainees should have adequate knowledge of the theories of language teaching and learning and classroom teaching skills. However, the discussion indicated that the trainees in this study did not have adequate knowledge of the training content, and their level of the implementation of the various principles of language teaching was poor.

The Reflective Model of teacher education was emphasized in the discussion because it has a strong connection with the constructivists' research paradigm on which this study was based. Schön's (1983) concepts of reflection-in-action and reflection-on-action were discussed with their classroom implementation. It is concluded that these actions enable the trainees to make modifications in their teaching practice.

The training techniques, such as micro-teaching and teaching practice were hailed for they allow the trainees to learn through practice, and gain confidence. However, the data from the interviews revealed that the micro teaching assessments were not adequately implemented in the ELTM training course due to the little time available for practical evaluation.

It was also indicated that the EFL teacher training in particular needs to equip the trainees with the professional knowledge, skills and commitment. However, most of the participant teacher trainees in this study lacked the pedagogical and pedagogical content knowledge. This means the teachers did not achieve the training outcomes predetermined by the MOE. As a strategy of filling the gap of the primary school English teachers who already passed through this training, professional refreshment training needs to be provided through Continuous Professional Development (CPD) schemes at the teachers' workplaces.

Finally, the data from both the interviews and the lesson observations revealed that the pre-service primary school English language teacher training was influenced by factors such as unfavourable trainee selection and admission method, the allotment of less weight for the methodology courses, inadequate practice and evaluation in the practicum, trainers' low motivation and lack of monitoring and an evaluation system.

The conclusions and recommendations of the study are presented in the next chapter.

CHAPTER 8

8. CONCLUSIONS AND RECOMMENDATIONS

8.1. Introduction

The previous chapter focused on a discussion and the implications of the research data. This chapter first presents the conclusions of the study. Next, the recommendations of the study are presented. Then the limitations of the study, and finally, remarks are made on further research.

The study investigated the impact of pre-service primary English language teacher training, the academic characteristic features of the trainees and the trainers on the trainees' post-training practice. The questions the study aimed to answer were:

1. *What is the impact of the training in the methods of English language teaching on the pre-service primary school English language teacher trainees' post-training classroom practice?*
2. *What is the pre-service primary school English language teacher trainees' understanding of the ELT Methods?*
3. *How can the training in the methods of the English language teaching course be improved?*

The participants of this study were final year pre-service primary school ELT trainees at a College of Teachers' Education in Ethiopia. A qualitative research approach was used in the study as it enabled me to have a close interaction with the participants and to capture information and experience related to them. To answer the questions, data were collected by means of observations, semi-structured interviews and document analyses. Lesson observations were done during the trainees' teaching practice, which formed part of the final assessment of the ELTM course. In addition to the lesson observations, in-depth interviews were conducted. In-depth interview with the participants were preferred because it is the best

way to capture the trainees' personal experiences and verify what was observed in the classroom. In addition, the lesson plans of the participant trainee teachers were analysed.

8.2. Conclusions

Question 1: *What is the pre-service primary school English language trainee teachers' understanding of the ELT methods?*

The findings of the study indicate that the ELTM training has, in some instances, a positive impact on the trainees' theoretical knowledge of the ELT methods. Most of the trainees understood the concepts on the teaching of the English language. In the interviews, for example, regarding the learner factors, the participants indicated that it is important to address learner differences in a language classroom for better learner achievement. However, the classroom observations revealed that the trainees did not have an adequate understanding of how to apply the learners' individual differences in their teaching. On the principles of CLT, none of the participants fully understood the approach. They were found practicing the traditional grammar teaching method in their lessons. This implies that they had limitations in implementing the CLT approach in their classrooms.

Furthermore, the participant primary school ELT trainee teachers did not have sufficient understanding of the ELT methods, which led to their poor performance. Some of the reasons mentioned for the trainees' insufficient understanding of the ELT methods and poor teaching practice were that the training system was not supported by appropriate teaching methods (lack of reflective training). In addition, much time was wasted during the ELTM training.

Based on the findings summarized above, the conclusion is that the trainees do not have sufficient ELT knowledge. At the entry point of the training, the candidates should have adequate academic preparation that will enable them to analyse, discuss and evaluate the theories of teaching and learning. Therefore, the ELT teacher trainers should have encouraged the trainees to take responsibility for their own learning and facilitated the enhancement of the reflective training. On the whole, the training lacked the capacity to produce informed EFL teachers and active agents of the reflective learning process.

Question 2: What is the impact of the training of the English language teaching methods on the pre-service primary school English language trainee teachers' post-training classroom practice?

From the analysis of the data, it was found that the participant pre-service primary school English language teacher trainees had limitations in implementing the pedagogical knowledge (PK) and the pedagogical content knowledge (PCK) in their teaching practice. The core objective of the ELTM course was to prepare the trainees to implement the CLT in the primary school English language classes. However, most of the participants' lessons were grammar-focused and much teacher-talk dominated the lessons. The observation data show that almost all the lessons were not CLT centred. The poor teaching practice of the trainees, as the data from the interviews indicated, was linked to the inadequate credit hours given to the ELTM courses, the lack of the reflective teaching method, and adequate support from the supervisors and the school mentors.

In relation to the duration of the training, the time the students spent on teaching practice was not sufficient to give them hands-on experience. Moreover, they did not get sufficient support from the mentor teachers and the college supervisors. Most of the trainees did not do micro-teaching during the ELTM course training. Due to these constraints, almost all the participant trainee teachers had poor performance during the teaching practice.

In addition, the document analyses indicated that the pre-service primary school EFL trainees did not have sufficient skills in preparing good lesson plans and putting the plans into practice. They only had knowledge of the layouts of lessons rather than of how important the elements were. Similarly, the document analysis showed that more than half of the analysed lesson plans did not indicate the specific details and thus did not satisfy the requirements of the language teaching lesson plan. Also they did not strictly follow their lesson plans.

The trainees' poor performance in the actual classrooms implies that they did not have adequate pedagogic and pedagogic content knowledge and/or they did not do the practical teaching (micro-teaching).

As the data from both the interviews and the observations indicated, the time allotted for teaching practice was insignificant (3 weeks). Though there is no agreed duration of time that brings about the expected change in the trainees, the important thing is bringing sustainable outcomes on the trainees' teaching practice (Bailey, 2006). Thus, both the teacher educators (supervisors) and the mentor teachers need to take notes of the practice areas which need attention. Therefore, the supervisors and the mentors should communicate to the trainees these areas which need to be improved.

Question 3: How can the training in the English language teaching methods course be improved?

The data collected by means of the document analyses, interviews and classroom observations revealed that the ELTM course of the pre-service primary school EFL teacher training program did not provide the trainees with adequate knowledge (PK and PCK) and English language teaching skills. It was ascertained that the trainees spent most of their training time on courses that have little relation to their EFL teaching specialization. Most of the trainees agreed that they were kept busy doing the assignments of those courses and thus they did not have enough time to concentrate on the ELTM courses. One way of improving the training in the English language teaching methods course in Ethiopia would be to provide the trainees with adequate ELT teacher knowledge and English language teaching skills and for the trainees to spend sufficient training time on courses that are closely related to their EFL teaching specialization (Shulman, 1986). This is important because the teaching of EFL, even in England, is done based on specialized courses.

Another issue that needed attention in the training was the implementation of the teaching practice. Successful practicum should be supported with a proper supervisory strategy. In the context of this study, too, the supervisors were expected to arrange pre-observation and post-practice conferences with the trainees on the areas the practicum focuses on, and how the practice can be improved. The pre-observation conference provides emotional support and guidance to the teacher trainees (Marable & Raimondi, 2007).

However, both the supervisors and the mentor teachers did not give the trainees adequate guidance and support during the teaching practice. Therefore, the quality of the Ethiopian primary school EFL trainee teachers could be improved through re-structuring the ELTM course training. One way of improving the training could be by providing clear and detailed guidelines of guidance and support to the teacher trainees during the teaching practice. The focus areas for each practicum week should be specified in a checklist and this has to be used by the trainees, the mentor teachers and the supervisors in evaluating the attainment of the objectives of the practicum.

Moreover, the reflective teaching was not adequately implemented during both the course-work and the teaching practice. The most important part of the teaching practice is the reflection of the trainees on their teaching, and not the grade the trainees receive on their evaluation report. The reflection the practicum experience should be done between the trainee and the supervisor or at a 'whole classroom' level. Thus, to prepare critical, creative and problem-solving EFL teachers for the primary schools in Ethiopia, the ELTM course training needs to be provided through reflective teaching.

Another conclusion derived at from the data was that the teacher educators' low training skill and motivation was one of the factors that contributed to the poor ELTM knowledge and practice of the trainees. They also administered the training according to the traditional method. They usually used the lecture method instead of making the training reflective. Thus, there is a need for the ELTM course training in Ethiopia to be improved by providing adequate supervision, professional refreshment training, and support for the teacher trainers.

In ELT training program on which this study was conducted, there was no established evaluation system on the impact of the training from time to time. Moreover, there was no analysis strategy that reveals the strength, weakness, opportunity and threat of the training in general. Due to lack of this analysis, the training suffered from the lack of resources such as language laboratory and the reading materials which directly or indirectly contributed to the poor quality of the pre-service primary school EFL teacher trainees. One way of developing the knowledge and the quality of a practicing teacher is providing multiple resources and

implementing reflective teaching (Mathew, 2012). Therefore, the ELTM course training in Ethiopia needs to be improved by providing adequate educational resources. One of the important means of improving the ELTM course training is by supporting it with audiovisual resources that can elaborate on the training content.

In summary, the ELTM course training in particular needs an appropriate trainee selection procedure and training policy, skilled teacher trainers and conducive training environment.

8.3. The Originality and the Main Contributions of the Study

The originality of a study is a broad concept (Lovitts, 2005). It usually refers to the development of original thought and original work (Clark & Lunt, 2014). The originality of a work may be revealed in terms of the study design, the knowledge synthesis, the implications, or the way the research is presented (Wellington, 2010). Especially in the social sciences, originality is considered as using a new approach, theory, method or data; studying a new topic, doing research in an understudied area; or producing new findings (Clark & Lunt, 2014).

In this study ‘originality’ is considered in treating a new topic in a new location and with new data. The prospects of the study, in addressing the problems of the English language teachers’ training and in investigating the problems thoroughly, allow for the emergence of new insights within the ELT teaching practice at primary school level in Ethiopia, thereby generating new data that have the potential for replication within the Ethiopian context and other similar contexts.

The findings of this study may contribute to the revision and implementation of the curriculum of primary school English language teachers in Ethiopia. The findings of this study may indicate the potential for shaping the boundaries of discourse among the EFL teacher educators and researchers. It is, therefore, hoped that the approaches and strategies that guide the implementation of reflective ELT teacher training at primary school level will continue to influence the teaching and learning practices. In this regard, the study makes a unique contribution to knowledge in the way it ignites debate on the topic, and thereby

serving a purpose for researchers who may have an interest in studying EFL teacher training the world over.

8.4. Recommendations

In respect to the conclusions presented in the section above, the following recommendations, most of which relating to policy, should be considered.

During the selection of the trainees, the government officials in the regional and zone education offices and the Teacher Education Colleges should establish a screening strategy that allows candidates with a positive attitude in respect of EFL teaching and the minimum knowledge required in English to join the primary teacher training program.

The TEIs in Ethiopia should guarantee that their EFL trainee teachers obtain adequate pedagogical content knowledge during their training.

It is recommended that the ELTM trainers' awareness and capacity should be improved through professional refreshment and regular discussion forums. Teacher ELT teacher training colleges should provide adequate resources such as audio-visual and ICT to ELT training program to support the trainers' creativity and critical thinking.

To prepare critical, creative and problem-solving EFL teachers for the primary schools in Ethiopia, as the target professional requirement of teachers specified in the National Teacher Education Policy, ELTM course training has to be provided through reflective teaching.

The MOE needs to integrate the ELTM course training with the curricula of the school because when the trainees are exposed to the real teaching context early, they do better in the independent teaching practicum because of the experience they received during the course training.

In addition, the Teacher Training College in which this study was conducted should establish a supervisory and monitory strategy to minimize the time wasted during the on-campus training and the teaching practice. Also, the supervisors should schedule time for post-practice discussion forums for the teaching practice.

It is also recommended that the MOE should design structures in the primary schools that enable schools to provide ELTM refreshment trainings as part of continuous professional development (CPD) package.

Finally, I strongly recommend that both the TEIs and MOE can be benefited a lot if they implement the ELT teacher training framework (Figure 3.2) I have designed and recommended in this study. I recommend this comprehensive language teacher-training model to be adopted in the Ethiopian pre-service primary school English teacher training system because it adjoins effective EFL teachers and the primary schools, which contributes to the quality of education in general. What is more, these new ideas could generate a more substantial shift in the existing body of knowledge in general (Lovitts, 2005). Furthermore, this study has the potential for making a contribution to the body of knowledge in the training of teachers of English as a non-native language in the African context.

8.5. Limitations of the Study

Like any study, the current study has its own limitations. One limitation is financial limitation. Due to this, the study was confined to pre-service primary school EFL teacher trainees at one college of teachers' education in Ethiopia. However useful as the findings are, their interpretation cannot be generalised beyond the research population sample. In this regard, larger studies drawing on both qualitative and quantitative methods could arrive at different conclusions, though the triangulation of the sources of data involving document analyses strengthened both the research rigour and the reliability of the research findings.

8.6. Further Research

This study investigated the impact of pre-service primary English language teacher training, the academic characteristic features of the trainees and the trainers on the trainees' post-training practice and the ways in which course training in the English language teaching methods can be improved. With sufficient financial resources, more qualitative research including more case studies replicating the current study in several teacher training colleges could be carried out to capture a variety of views and the feelings of the trainee teachers

regarding the impact of the training in the English language teaching methods on their pre-service primary school English language teaching and their post-training classroom practice.

8.7. Concluding Remarks

In conclusion, the pre-service primary school EFL teacher training programs, as a structure of the ELTM course training in particular, should integrate the appropriate trainee selection and training policy, the necessary skilled teacher educators and the availability of resources, and a supportive training environment to have the envisaged impact on the primary school EFL trainee teachers. It is hoped that this study provides feedback to the different stakeholders in ELT teacher education on the status of the quality of teacher training in general and the current graduates' level of preparation in particular. The impact of the teacher training that is demonstrated in the primary school EFL teachers' knowledge and the implementation of the subject matter and pedagogy will contribute significantly to the achievement of the country's goal of the general improvement of the quality of education (MOE, 2008).

REFERENCES

- Abdi, H. 2005. An investigation of learning strategies employed by high school teachers and students to develop effective listening skills. Unpublished M.A. dissertation. Addis Ababa: Addis Ababa University
- Abebe, A. 2002. Analysis of lesson plans: The case of English teaching in Kafa Zone. Unpublished M.A. dissertation. Addis Ababa: Addis Ababa University.
- Adinew, T. 2000. The relevance and adequacy of the listening comprehension text presented in the new textbooks for Grade 10. Unpublished M.A. dissertation. Addis Ababa: Addis Ababa University.
- Alemu, H. 2004. An evaluative study of ELT practices in secondary schools in Ethiopia:1994-2004.Unpublished Ph.D. thesis. Hyderabad: General Institute of English and Foreign languages.
- Allahjar, N & Nazari, A. 2012. Grammar teaching revisited: EFL teachers between grammar abstinence and formal grammar teaching. *Australian Journal of Teacher Education*. 37 (2). accessed from <http://ro.ecu.edu.au/ajte/vol37/iss2/5>, on 23.07.2017.
- Allwright, D. & Lenzuen, R. 1997. Exploratory practice. *Language Teaching Research*, 1(1):73-79.
- Anderson, L. 2013. A taxonomy for learning, teaching, and assessing: A revision of Bloom's taxonomy of educational objectives.(Abridged edition). Boston: Pearson Education Group.
- Anto, A., Coenders, F. &Voogt, J. 2012. Assessing the current implementation of communicative language teaching for English language teachers in Ethiopian Higher Education Institutions. *Staff and Educational Development International*, 16(1): 51-69.

- Bachman, F. 1990. *Fundamental considerations in language teaching*. Oxford: Oxford University Press.
- Badger, R. & White, G. 2000. A process genre approach to teaching writing. *ELT. Journal*, 54(2): 153-160.
- Bailey, K. 2006. *Language teacher supervision. A case based approach*. N.Y: Cambridge University Press.
- Bartels, N. 2006. *The construct of cognition in language teacher education and development*. NY: Philadelphia Press.
- Berg, B. 2001. *Qualitative research methods for the social sciences*. Boston: Allyn and Bacon.
- Best, B. 2014. *A study of elementary school Thai English teachers' perceived English proficiency and self-reported English teaching efficacy*. M.A Dissertation. Thailand: Payap University. Accessed at www.languageinindia.com on 12.02.2016
- Best, J. & Kahn, J. 1993. *Research in education*. (7th ed.). New Delhi: Prentice-Hall.
- Beyene, G. 2008. *Perception and classroom practice of communicative language teaching by high school EFL teachers and learners: The case of 15 selected high schools in Addis Ababa*. Unpublished M.A. dissertation. Addis Ababa: Addis Ababa University.
- Berhanu, S. 2012. *A study of secondary school EFL teachers' pedagogical beliefs and classroom practices*. Unpublished Ph.D. thesis. Addis Ababa: Addis Ababa University.
- Black, P. & Wiliam, D. 1998. Inside the black box: Raising standards through classroom assessment. *Phi Delta Kappan*, 80(2):139-149.
- Bogdan, C. & Biklen, K. 1992. *Qualitative research for education: An introduction to theory and methods*. Boston: Allyn and Bacon.

- Borich, G. & Tombari, M. 2004. Educational assessment for the elementary and middle school classroom. New Jersey: Pearson Education Inc.
- Borg, S. 1998. Teachers' pedagogical systems and grammar teaching: A qualitative study. *TESOL Quarterly*, 32 (1):221-234
- Bridges, D. 1987. Review of the management and functions of Kotebe Teacher Training College: A Report for the Ethiopian Commission for Higher Education. Cambridge: Cambridge Education Consultants.
- Briguglio, C. 2005. The use of English as a global language in multinational setting and the implications for business education. Unpublished Ph.D. thesis. Australia: The University of Western Australia.
- Briscoe, C. 1991. The dynamic interactions among beliefs, role metaphors, and teaching practices: A case study of teacher change. *Science Education*, (75):185-199.
- Brouwer, C. 1989. Integrated teacher education, principles and effects. Amsterdam: Brouwer Press.
- Brown, D. 2002. English language teaching in the post method era: Toward better diagnosis, treatment and assessment. In Richards, J. & Renandya, W. (Eds.), *Methodology in language teaching: An anthology of current practice*. Cambridge: Cambridge University Press. (pp. 9-18)
- Brown, S. 2006. *Teaching listening*. Cambridge: Cambridge University Press.
- Brown, D. 2007. *Teaching by principles: An interactive approach to language pedagogy*(5th ed.). New York: Pearson ESL.
- Brumfit, C. & Johnson. K. 1987. *The communicative approach to language teaching*. Oxford: Oxford University Press.

- Bufardi, A & Hean, S. 2016. What is impact?. A Methods Lab publication. London: Overseas Development Institute.
- Burgess, J. & Etherington, S. 2002. Focus on grammatical form: Explicit or implicit? *System*, 30(1): 433- 458.
- Burton, D. 2000. Using literature to support research. In Burton, D.(ed.). 2000. Research training for social scientists: A Handbook for Postgraduate Researchers(pp. 417). London: Sage.
- Busch, D. 2010. Pre-service teacher beliefs about language learning: The second language acquisition course as an agent for change. *Language Teaching Research*, 14 (3): 318-337.
- Bussmann, H. 1998. Routledge Dictionary of Applied Linguistics. NY: Rutledge
- Buyukkarci, A. & Genc, F. 2013. An assessment of pre-service language teachers' practicum observation forms: Descriptive observation vs. critical observation. *Journal of Educational Research*, 2(2):76-89.
- Bygate, M . 1987. Speaking. Oxford: Oxford University Press.
- Calderhead, J. 1984. Teachers' classroom decision making. London: Holt, Rinehart and Winston.
- Calderhead, J. 1989. Reflective teaching and teacher education. *Teaching and Teacher Education*, 5(1): 43-51.
- Calderhead, J. & Shorrock, S. 1997. Understanding teacher education. Washington D.C.: The Flamer Press.
- Carter, R. & Nunan, D. 2001. (Eds.). The Cambridge Guide to teaching English to speakers of other languages. Cambridge: Cambridge University Press.
- CDC & RTI. 2010. Ethiopia Early Grade Reading Assessment: Ed. Data II Task Number 7 and Ed Data II Task Number 9: USAID Ethiopia.

- Chakrakodi, R. 2012. Portfolio assessment: Do teachers and experts speak the same language? In Davies, P. 2012. Assessing and evaluating English Language Teacher Education: Selected papers from the Second International Conference of English Language Teacher Educators, held in Hyderabad, India 3-5 March 2012, accessed from <http://ler.letras.up.pt/uploads/ficheiros/artigo8321.pdf> on 12/01/2017 at 4:20 pm.
- Chan, K.& Elliot, R. 2004. Relational analysis of personal epistemology and conceptions about teaching and learning. *Teaching and Teacher Education*, 20:817-831. <http://dx.doi.org/10.1016/j.tate.2004.09.002>
- Chandrasekharan, D. 2012. Assessing the critical language awareness of ESL school teachers. In Davies, P. 2012. Assessing and evaluating English Language Teacher Education: Selected papers from the Second International Conference of English Language Teacher Educators held in Hyderabad, India 3-5 March 2012, (pp.58-64), accessed from <http://ler.letras.up.pt/uploads/ficheiros/artigo8321.pdf> on 12/01/2017 at 4:20 pm.
- Clarke, G. & Lunt, I. 2014. The concept of ‘originality’ in the Ph.D.: How is it interpreted by examiners? *Assessment and Evaluation in Higher Education*, 39(7):803-820.
- Cohen, C. & Manion, L. 2007. Research methods in education (6th ed.). London: Routledge.
- Collin, S., Karsenti, T. & Komis, V. 2013. Reflective practice in initial teacher training: Critiques and perspectives. *International and Multidisciplinary Perspectives*, 14(1):104-117.
- Coulson, M. 2006. Developing teachers' cognitive clarity and communication style through an in-service training program. Unpublished Ph.D. thesis. University of Newcastle.
- Cresswell, W. 2003. Research design: Qualitative, quantitative, and mixed methods approaches. (2nd ed.). Thousand Oaks, CA: Sage Publications.

- Creswell, J. 2009. *Research design: Qualitative, quantitative, and mixed methods approaches*. (3rd ed.). Thousand Oaks, CA: Sage Publications.
- Cresswell, W. & Clark, L. 2007. *Designing and conducting mixed methods research*. Thousand Oaks: Sage Publications.
- Crystal, D. 1997. *English as a Global Language*. Cambridge: Cambridge University Press.
- Cunningsworth, A. 1989. *Evaluating and selecting EFL teaching materials*. London: Atharum Press, Ltd.
- Darlington, Y. & Scott, D. 2002. *Qualitative research in practice: Stories from the field*. Australia(place?) Allen and Unwin.
- Dawson, C. 2002. *Practical research methods*. New Delhi: UBS Publishers' Distributors.
- Diaz-Rico, L. 2013. *Strategies for teaching English learners*. (3rd ed.). Upper Saddle River, NJ: Pearson Education.
- Dereje, N. 2012. *Primary EFL teaching in Ethiopia: Policy and practice*. Unpublished Ph.D. thesis. Addis Ababa: Addis Ababa University.
- Eba, M. 2013. The need for professional growth of ELT teachers in Ethiopia. *Star Journal*, 2(3):160-168.
- Ellis, J. 2015. Using qualitative methods to assess impact. Charities Evaluation Services associate, pp.7 accessed from <https://blogs.ncvo.org.uk/wp-content/uploads/sally-cupitt/qualitative-methods-of-assessing-impact.pdf> on 12/09/2017 at 5:12 p.m
- Ellis, R. 2005. Principles of instructed language learning. *Asian EFL Journal*, 7(3):1-16.
- Engel, J. 2011. *Ethiopia's progress in education: A rapid and equitable expansion of access*. London: Overseas Development Institute.

- Evans, L. 2002. *Reflective practice in educational research: Developing advanced skills*. London: Continuum.
- Farrell, T. 1998. Reflective teaching: The principles and practices. *Forum*, 36(4):1-12. Available at <http://eca.state.gov/forum/vols/vol36/no4/p10.htm>. Accessed on 06.03.2017.
- Fischl, D. & Sagy, S. 2005. Beliefs about teaching, teachers, and schools among pre-service teachers: The case of Israeli-Bedouin Students. *Language, Culture and Curriculum*, 18:59-71. <http://dx.doi.org/10.1080/07908310508668733>
- Ghaye, T. 2010. *Teaching and learning through reflective practice: A practical guide for positive action*. N.Y: Routledge.
- Girma, A. 1967. Aims and purposes of church education in Ethiopia. *Ethiopian Journal of Education*, 9 (10):123-135.
- Goldhaber, D. & Brewerm, D. 2000. Does teacher certification matter? High school teacher certification status and student achievement. *Educational Evaluation and Policy Analysis*, 22:129-145.
- Grabe, W. 2009. *Reading in a second language*. Cambridge: Cambridge University Press.
- Gradman, H. & Hamania, E. 1991. Language learning, background factors and ESL proficiency. *The Modern Language Journal*, 75(1):39-50.
- Guba, G. & Lincoln, S. 2005. *Fourth Generation*. London: Sage Publications.
- Hailu, W. 2015. *Clinical supervision for language teachers: Its role for EFL in-service professional development*. Unpublished PhD. Dissertation. Addis Ababa: Addis Ababa University.
- Hall, D. & Hewings, A. 2001. *Innovation in English language teaching*. N.Y: Routledge.

- Haregewoin, A. 2008. The effects of communicative grammar on the grammatical accuracy of students' academic writing: An integrated approach to TEFL. Unpublished Ph.D. thesis. Addis Ababa: Addis Ababa University.
- Haregewoin, F. 2003. An investigation of classroom listening comprehension teaching practices in relation to the New English Course Books: Grade 11 in Focus. Unpublished M.A. dissertation. Addis Ababa: Addis Ababa University.
- Harmer, J. 2001. The practice of English language teaching. London: Longman.
- Hascher, T., Cocard, Y & Moser, P. 2004. Forget about theory—practice is all? Student Teachers' Learning in Practicum. *Teachers and Teaching*, 10:623–637.
- Hedge, T. 2000. Teaching and learning in the language classroom. Oxford: Oxford University Press.
- Hativa, N., Barak, R. & Simhi, E. 2001. Exemplary university teachers: Knowledge and beliefs regarding effective teacher dimensions and strategies. *Journal of Higher Education*, 72(6): 699-729.
- Heiman, G. 1999. Research methods in Psychology (2nd ed.). New York: Houghton Mifflin Company.
- Henning, E., Van Rensburg, W. & Smit, B. 2004. Finding your way in qualitative research. Pretoria: Van Schaik Publishers.
- Hennissen, P., Crasborn, F., Brouwer N., Korthagen, F.& Bergen, T. 2011. Clarifying pre-service teacher perceptions of mentor teachers' developing use of mentoring skills. *Teaching and Teacher Education*, 27:1049-1058.
- Hernández, S. & Prudencio, F. 2015. Constructing an interdisciplinary mentoring framework for ELT teacher education and teacher development. *International Journal of Educational Investigations*, 2(4): 47-69.

- Hinkel, E. 2011. Handbook of research in second language teaching and learning (vol. 2). New York: Taylor and Francis.
- Holliday, A. 1997. Six lessons: Cultural continuity in communicative language teaching. *Language Teaching Research*, 1(3):1-19.
- Hollingsworth, S.J. 1989. Prior beliefs and cognitive change in learning to teach. *American Educational Research Journal*, 26:160-189.
- Hornby, A. 2010. Oxford Advanced Learner's Dictionary of Current English (8thed). Oxford: Oxford University Press.
- Hudson, R. 2004. Why education needs linguistics (and vice versa). *Journal of Linguistics*, 40(1):105-130.
- Hui, L. 1997. New bottles, old wine: Communicative language teaching in China. *Forum*, 37(4): 38-41. Retrieved from <http://exchanges.state.gov/forum/vols/vol35/no4/p38.htm> on January 20, 2017,
- Hunt, B. 2009. Teacher effectiveness: A review of the international literature and its relevance for improving education in Latin America. Working Paper No. 43. Washington, DC: Partnership for Educational Revitalization in the Americas.
- Hyland, K. 2002. Teaching and researching writing. N.Y.: Pearson Education Ltd.
- IIE, 2012. Enhancing the quality of English language education in Ethiopia. Conference Proceedings, accessed from www.iie.org. on 10.08.2015
- ICDR. 1994. Education and training programme including period allotment and content selection criteria: Short-term plan for developing and implementing the New Curriculum: Addis Ababa.
- Jensen, K. & Jankowuski, N. 2002. A handbook of qualitative methodologies for mass communication research. New York: Routledge.

- Jensen, L. 2001. Planning lessons. In Celce-Murcia, M. 2001. Teaching English as a second or foreign language (3rd ed.). Boston: Heinle & Heinle. (pp.403-409).
- John, P. 2006. Lesson planning and the student teacher: Re-thinking the Dominant Model. *Journal of Curriculum Studies*, 38(4):483-498.
- Johnson, B. & Christensen, L. 2004. Introduction to educational research. Boston: Allyn & Bacon.
- Johnson, K. & Johnson, H. 1998. Encyclopaedic Dictionary of Applied Linguistics. Oxford: Blackwell Publishers.
- Jupp, V. 2006. The Sage dictionary of social research methods. London: SAGE Publications.
- Kangan, D. 1992. Professional growth among pre-service and beginning teachers. *Review of Educational Research*, 62:129-169.
- Kedir, A. 2014. Contradictions, challenges, and chaos in Ethiopian teacher education. Addis Ababa: Alemaya University, Ethiopia. Accessed from <http://www.jceps.com/wp-content/uploads/PDFs/04-01-8.pdf>. on 06.03.2015.
- Kilfoil, W. & Walt, C. 2009. Learn 2 teach: English language teaching in multilingual context. Pretoria: Van Schaik Publishers.
- Klafki, W. 1995. Didactic analysis as the core of preparation of instruction. *Journal of Curriculum Studies*, 27(1-6):13-29.
- Koc, E. 2013. Affective characteristics and teaching skills of English language teachers: Comparing perceptions of elementary, secondary and high school students. *Creative Education*, 4 (2):117-123. Accessed from (<http://www.scirp.org/journal/ce>) on 03.07.2015

- Koehler, M & Mishra, P. 2008. Introducing TPAK. In AACTE committee on innovation and technology (Eds.), *Handbook of Technological Pedagogical Content Knowledge for Educators* (pp, 3-29). New York: Routledge.
- Korthagen, F. 2001. Linking practice and theory: The pedagogy of realistic teacher education. Mahwah: Lawrence Erlbaum Associates.
- Kothari, W. 2004. Research methodology, methods and techniques (2nded.). New Delhi: New Age International Publishers.
- Kumar, R. 1996. Research methodology: A step-by-step guide for beginners. London: Sage.
- Lakachew, M. 2003. Teachers' attitudes towards communicative language teaching and practical problems in its implementation. Unpublished M.A. dissertation. Addis Ababa: Addis Ababa University.
- Larsen-Freeman, D. 1989. Teacher training, development and decision making: A model of teaching and related strategies for language teacher education. *TESOL Quarterly*, 23(1):27-45.
- Larsen-Freeman, D. 2003. Techniques and principles of language teaching. Oxford: Oxford University Press.
- Larsen-Freeman, D. & Johnson, K. 1998. Re-conceptualizing the knowledge-base of language teacher education. *TESOL Quarterly*, 32(3):397-417.
- Lee, J. & Van Patten, B. 2003. Making communicative language teaching happen. New York: McGraw-Hill.
- Leedy, P. & Ormrod, J. 2005(a). Practical research. Upper Saddle River, New Jersey: Pearson Education Inc.
- Leedy, P. & Ormrod, J. 2005(b). Research planning and design. (8th ed.). New Jersey: Pearson.
- Lewin, K. 2004. The pre-service training of teachers –does it meet its objectives and how can it

be improved?. Paper commissioned for the *EFA Global Monitoring Report 2005, The Quality Imperative*, p. 19

Liaw, C. 2012. Learning to teach: A descriptive study of student language teachers in Taiwan. *English Language Teaching*, 5(12):1-16.

Liddicoat, A., Scarino, A., Papademetre, L. & Kohler, M. 2003. Report on intercultural language learning. Canberra: DEST.

Lin, M., & Lucey, A. 2010. Individual and group reflection strategies: What we learned from pre-service teachers: *Multicultural Education*, 51-54.

Lovitts, B. 2005. Being a good course-taker is not enough: A theoretical perspective on the transition to independent research. *Studies in Higher Education*, 30(2):137-154.

Lulsseged, A. 1969. A descriptive analysis of the administration of education in transition in Ethiopia. Unpublished PhD. thesis. Addis Ababa: AAU.

Lund, K. & Pedersen, F. 2001. What is good language teaching? SPROG Forum Proceeding, (19) :63.

Lynch, T. 1998. Theoretical perspectives on listening. *Annual Review of Applied Linguistics*, Vo.18:3-19.

Mahmud, N. 2010. Learning to plan: An investigation of Malaysian student teachers' lesson planning during their practicum. Unpublished PhD. thesis. University of East Anglia.

Makina, B. 2011. Re-imagining the tapestry of teaching: An investigation into student teachers' Outcomes-based Education (OBE) instructional practices. Unpublished Ph.D. thesis. Pretoria: UNISA.

- Marable, M. & Raimondi, S. 2007. Teachers' perceptions of what was most (and least) supportive during their first year of teaching. *Mentoring and Tutoring: Partnership in Learning*, 15:25-37.
- Marew, Z. 2000. Secondary teacher education in Ethiopia. Addis Ababa: AAU
- Martin, W. & Wedman, M. 1988. Identifying student teachers' routine and reflective thoughts through journal analysis. *Educational and Psychological Research*, 8(4):279-289.
- Mathew, N. 2012. Reflective classroom practice for effective classroom instruction. *International Education Studies*, 5(3):205-211.
- McCutcheon, G. & Milner, H. 2002. A contemporary study of teacher planning in a high school English class. *Teaching and Teaching Theory and Practice*, 8(1):81-94.
- McLean, A. 2011. Particularity, practicality and possibility: An investigation into the awareness and use of communicative language teaching methodology in a College of Higher Education in Oman. Unpublished M.A. dissertation. Pretoria: UNISA.
- Melnick, S.& Meister, D. 2008. A comparison of beginning and experienced teachers' concerns. *Educational Research Quarterly*, 31:39-56.
- Merc, A. 2015. Assessing the performance in EFL teaching practicum. *International Journal of Higher Education*, 4(2):20. Accessed from <http://dx.doi.org/10.5430/ijhe.v4n2p44> on (?)
- Mertens, D. 1998. Research and evaluation in education and psychology. CA: Sage Publications, Inc.
- Meseret, T. 2012. Instructors' and students' perception and practices of task-based writing in anEFL context. Unpublished Ph.D. thesis. Addis Ababa: AAU
- Miles, M. & Huberman, A. 1994. Qualitative data analysis (2nd ed.). Thousand Oaks, CA: Sage Publications.

- Milkova, S. 2012. Strategies for effective lesson planning. U.S.A.: Centre for Research on Learning and Teaching. Michigan: Michigan University. Retrieved from www.crlt.umich.edu on 12/12/2016.
- Mishra, P. & Koehler, M. 2006. Technological pedagogical content knowledge: A framework for teacher knowledge. *Teachers' College Record*, 108(6):1017-1054.
- Mitchell, R. 1994. The communicative approach to language teaching: An introduction. In Swarbrick, A. (Ed.). *Teaching Modern Languages*. London: Routledge.
- MOE. 1994. Education and Training Policy. Addis Ababa: St. George Printing Press.
- MOE. 2008. General Education Quality Improvement Package (GEQIP) for Ethiopia. Addis Ababa: MOE.
- MOE. 2009. Curriculum Framework for Primary Pre-service Teacher Education. Addis Ababa: MOE.
- MOE. 2010. Education Sector Development Program IV (ESDP IV) 2010/2011 – 2014/2015. Addis Ababa: MOE.
- MOE. 2012. Professional Standard for Ethiopian School Teachers. National Document. Addis Ababa: MOE.
- MOE. 2013. Refresh Your English: Secondary Teachers booklet. A Training Manual. Addis Ababa: MOE.
- MOE & USAID. 2008. *Review of the Ethiopian Education and Training Policy and its Implementation*. Addis Ababa: Ministry of Education.
- Mullen, M. 2012. Teacher cognition and language education: Research and practice. U.K: Palgrave.
- Naimova, V. 2008. Factors affecting the implementation of instructional technology in the second language classroom. Unpublished M.A. dissertation. Brigham Young

University. Retrieved from <http://contentdm.lib.byu.edu/ETD/image/etd2574.pdf>. on September 2, 2016.

National Council of Educational Research and Training. 2006. Position Paper: National Focus Group on the Teaching of English. New Delhi: Bengal Offset Works.

Negash, T. 2006. Education in Ethiopia. Stockholm: Nordiska Afrikainstitutet.

Nieuwenhuis, J. 2007. Introducing qualitative research. In Maree, K. (ed.). First steps in research. Pretoria: Van Schaik Publishers.

Nunan, D. 1991. The learner-centered curriculum. New York: Cambridge University Press

Nuttal, C. 1996. Teaching reading skills in a foreign language. Oxford: Oxford University Press.

Pankrust, R. 1976. Education, language and history: An historical background to post-war Ethiopia. *Ethiopian Journal of Education*, 7(1):75-97.

Peacock, M. 2001. Pre-service ESL teachers' beliefs about second language learning: A longitudinal study. In Pennington, M. The Power of CALL, 29:177-95.

Pickett, A. 2004. Reflective teaching practices and academic skills instruction. Retrieved from <http://documents.cms.k12.nc.us/dsweb/Get/Document-9334/> on 21.02.2016.

Quick, G. & Sieborger, R. 2005. What matters in practice teaching? The perception of schools and students. *South African Journal of Education*, 25:1-4.

Raimes, A. 1991. Out of the woods: Emerging traditions in the teaching of writing. *TESOL Quarterly*, 25:407-430.

Ramsey, G. 2000. Quality matters. Revitalizing teaching: Critical times, critical choices. Sydney.

Richards, J. 1990. The language teaching matrix. New York: Cambridge University Press.

- Richards, J. 2006. *Communicative language teaching today*. New York: Cambridge University Press.
- Richards, J.& Renandya, W. 2002. *Methodology in language teaching*. New York: Cambridge University Press
- Richards, J. & Rodgers, T. 2001. *Approaches and methods in language teaching*. Delhi: Oxford University Press.
- Richardson, V. 2003. Pre-service teachers' beliefs. In Raths, J. & McAninch, A. (Eds.), *Teacher beliefs and teacher education: Advances in teacher education*. Greenwich, CT: Information Age Publishers.
- Rifkin, B. 2006. A ceiling effect for communicative language teaching. *The Modern Language Journal*, 90:262-264.
- Roberts, J. 1998. *Language teacher education*. London: Edward Arnold.
- Robson, C. 2002. *Real world research (2nd ed.)*. Oxford: Blackwell.
- Rockoff, J. 2004. The impact of individual teachers on student achievement: Evidence from panel data. *American Economic Review Papers and Proceedings*, 94(2):247–52.
- Rudestam, K., Newton, E. & Rae, R. 2001. *Surviving your dissertation: A comprehensive guide to content and process (2nd ed.)*. London: Sage.
- Ruth,W. &Raymond, L. 2010. Assessment for learning in pre-service teacher education performance-based assessments. In Kennedy, M. *Teacher assessment and the quest for teacher quality: A handbook*. San Francisco CA: Jossey Bass Stanford University.
- Savignon, S. 1991. Communicative language teaching: State of the art. *TESOL Quarterly*, 25(2):261-277.

- Schmidt, R. & Richards, J. 2002. Longman Dictionary of Language Teaching and Applied Linguistics. London: Pearson Education Limited.
- Schmidt, D., Baran, E., Thompson, A., Koehler, M., Mishra, P.& Shin, T. 2009. Technological pedagogical content knowledge (TPACK): The development and validation of an assessment instrument for pre-service teachers. *Journal of Research on Technology in Education*, 42(2):123-149.
- Schön, D. 1983. The reflective practitioner. New York: Basic Books, Inc.
- Scriven, J. 2005. Learning teaching. London: Macmillan Education.
- Seid, M. 2012. Effects of cooperative learning on reading comprehension achievement in EFL and social skills of Grade 10 students. Unpublished Ph.D. thesis. Addis Ababa: Addis Ababa University
- Sergiovanni, T. & Starratt, R. 2007. Supervision: A redefinition. New York: McGraw Hill.
- Shulman, L. 1986. Those who understand: Knowledge growth in teaching. *Educational Researcher*, 15(2):4-14.
- Shulman, L. 1987. Knowledge and teaching: Foundations of the New Reform. *Harvard Educational Review*, 57(1):1-22.
- Sinha, L. 2012. Modern trends in teacher education. Delhi: Ankit Publishing House.
- Slavin, R. & Cheung, A. 2005. A synthesis of research on the language of reading instruction. *Review of Educational Research*, 75 (2):247-284.
- Solomon, A. 2008. Policy formulation, curriculum development and implementation in Ethiopia. Addis Ababa: Addis Ababa University Press.
- Stern, H. 1983. Fundamental concepts of language teaching. Oxford: Oxford University Press

- Suyanto, K. 2007. English for young learners. Jakarta: PT. Bumi Aksara.
- Tashevskaja, S. 2007. Some lesson planning problems for new teachers of English. *Cambridge ESOL*, 20-21. Accessed from www.cambridge-efl.org/teaching on 02.07.2015.
- Swan, M. 1985. A critical look at the communicative approach. *ELT Journal*, 39(2):76-87.
- Tang, S. 2004. The dynamics of school-based learning in initial teacher education. *Research Papers in Education*, 19:185-204.
- Tarman, B. 2012. Prospective teachers' beliefs and perceptions about teaching as a profession. *Educational Sciences: Theory and Practice*, 12:64-73.
- Taylor, P. 2013. Educational research paradigms: From positivism to multi-paradigmatic. Australia: Curtin University.
- Tefera, S. 1996. Attempts at educational reform in Ethiopia. *The Ethiopian Journal of Education*, 16(1):1-35.
- Tekeste, N. 2006. Education in Ethiopia. Stockholm: Nordiska Afrika Institutet.
- Teshome, M. 2012. Instructors' and students' perceptions and practices of task-based writing in an EFL context. Unpublished PhD thesis. Addis Ababa: Addis Ababa University.
- TESOL International Association. 2012. A principles-based approach for English language teaching policies and practices. California.
- Thompson, G. 1996. Communicative language teaching. *ELT Journal*, 50(1):9.
- Tillema, H., & Smith, K. 2007. Portfolio appraisal. In search of criteria. *Teaching and Teacher Education*, 23(4):442-456.

- Thornbury, S. 2002. How to teach grammar. London: Longman.
- Trochim, W. & Donnelly, J. 2006. Research methods knowledge base. Ohio: Cengage Learning.
- Turk, C. 2003. Effective speaking. London: Taylor & Francis Group.
- UN. 2015. The Millennium Development Goals Report. New York. Accessed from <http://mdgs.un.org>. on 09.04.2015.
- UNESCO. 2001. The development of education: National Report of Ethiopia. Addis Ababa: Ethiopian National Agency for UNESCO.
- Ur, P. 1992. Teacher learning. *ELT Journal*, 46(1):56-61.
- Ur, P. 2004. A course in language teaching practice and theory. Cambridge: Cambridge University Press.
- Vandergrift, L. 2004. Orchestrating strategy use: Towards a model of skilled L2 listener. *Language Learning*, 53:461-494.
- Van Eekelen, I., Vermunt, J.& Boshuizen, H. 2006. Exploring teachers' will to learn. *Teaching and Teacher Education*, 22(4):408-423.
- Wajnryb, R. 1992. Classroom observation tasks: A resource book for language teachers and trainers. Cambridge: Cambridge University Press.
- Wallace, M. 1991. Training foreign language teachers. A reflective approach. Cambridge: Cambridge University Press.
- Wallace, M. 1998. Action research for language teachers. Cambridge: Cambridge University Press.

- Watzke, J. 2007. Longitudinal research on beginning teacher development: Complexity as a challenge to concerns-based stage theory. *Teaching and Teacher Education*, 23:106-122.
- Webster-Wright, A. 2009. Reframing professional development through understanding authentic professional learning. *Review of Educational Research*, 79(2):702-739.
- Wellington, J. 2010. Making supervision work for you. London: Sage.
- Whitley, M. 1993. Communicative language teaching: An incomplete revolution. *Foreign Language Annals*, 26:54-137.
- Widdowson, H. 1978. Teaching language as communication. Oxford: Oxford University Press.
- Willis, J. 1996. A framework for task-based learning. London: Longman.
- Willis, J. 2007. Foundations of qualitative research: Interpretative and critical approaches. Thousand Oaks, CA: Sage Publications.
- Wilson, S., Floden, R., & Ferrini-Mundy, J. 2001. Teacher preparation research: Current knowledge, gaps, and recommendations: A research report prepared for the U.S. Department of Education. Seattle: Centre for the Study of Teaching and Policy.
- Workneh, A. & Tassew, W. 2013. Teacher training and development in Ethiopia. Accessed at www.younglives.org.uk on 09.01.2015
- World Bank. 2013. Secondary education in Ethiopia: Supporting growth and transformation. Washington DC: WB
- Zeichner, K. & Liston, D. 1996. Reflective teaching: An introduction. Mahwah: Lawrence Erlbaum Associates.

APPENDIX

Appendix A: Teacher Trainees' Interview Schedule

Dear Pre-service EFL Teacher Trainee, this interview questions are related to your knowledge about the concepts of second language teaching and learning, the process of classroom dynamics, and methods of teaching and learning English, which were the focus areas of the training you got in the last three years of your stay in HTCE . Particularly, it embraces your knowledge in teaching techniques, methods, classroom management, assessment, lesson plan development, and student learning. On this basis, your responses to the interview questions are highly important to improve the quality of EFL teacher training in general. Therefore, I kindly request your genuine responses on the questions.

Thank you.

Teacher Code _____ Date of interview: _____

Part I. Understanding of the Concepts, Principles, and Methods of ELTM

Question 1: In the course ELTM, you have learned about learner factors or individual differences. Would you explain what learner factor means, how you managed to identify the differences during your independent teaching practicum, and how you treated these differences in your classroom?

Question 2: What do you think are the major differences between traditional and CLT approaches of second language teaching? How do you use these second language teaching approaches in your teaching?

Question 3: What do you think are qualities of a good ELT lesson plan?

Question 4: What do you think is the role of the teacher and the students during a presentation stage of the lesson?

Question 5: What is your understanding on designing, selection and using language practice activities?

Question 6: How do you prepare English language tests and what type of questions do you prefer? Why?

Question 7: Are teaching aids important in language teaching? If so, how are they important? How often do you use them in your class?

Part II. Factors Related to ELTM Training Environment

Question 8: What is your comment or suggestion on the ELTM courses training and the practicum in general?

Question 9: What is your opinion on overall assessment procedure of the ELTM courses?

Question 10: What is your opinion on the implementation (mentoring, Supervision and evaluation) of independent teaching practicum?

Question 11: What is your view on the pre-service Primary school ELT training program in general?

Appendix B: Classroom Observation Checklist

Teacher: Code _____ **Title/Topic of Course:** _____

Observer: _____ **Lesson Title:** _____ **Date:** _____

Directions: Dear Observer, use this checklist for classroom observations. Put a check beside the activities observed. If the element was not covered, note in the space beneath the element or under Observer's Comments

A. Lesson Planning

| No | Instructional Elements |
|----|--|
| 1 | Comprehensiveness (includes all necessary elements of the lesson plan) |
| 2 | Adherence to the authorized syllabus and the relevant annual plan in planning the lesson |
| 3 | A clear indication of the instructional tasks under each phase/step of instruction: (Introduction, Presentation, Stabilization and Evaluation) |
| 4 | A clear indication of students learning activities that appropriately correspond to the teacher's activities under each step of instruction |
| 5 | Stating objectives in specific/clear and measurable terms and in terms of students behaviour |
| 6 | Comprehensiveness of objectives in covering all the domains (Knowledge, skills and attitudes) |
| 7 | Relevance of the lesson objectives to the lesson content |
| 8 | Appropriateness of the methods selected to the lesson objectives and content |
| 9 | Appropriateness of the instructional media to the objective, content, and level of students |
| 10 | Appropriateness of the time breakdown to the kind and amount of contents and tasks to be covered |

Other comments by the Observer

B. Lesson Delivery and Classroom Management Techniques

| | INSTRUCTIONAL ELEMENTS | | DEMONSTRATED ACTIVITIES |
|---------------------|--|----------------------------|--|
| INTRODUCTION | Provided review of previous work as warm-up exercise for students | 1 | Used activity that fosters communication |
| | | 2 | Used activity to review previous learning |
| | | 3 | Used activity to orient group to new topics |
| | | 4 | Provided hint for guessing the new topic |
| | Stated lesson objectives and reviewed the agenda | 5 | Explained the lesson objectives |
| | Provided opportunities for students to become familiar with lesson materials | 6 | Previewed vocabulary |
| | | 7 | Used visuals to preview (e.g., table of contents, headings, graphic organizer) |
| | Checked students' background knowledge on the topic/lesson | 8 | Provided relevant and basic related knowledge |
| | | 9 | Asked questions about the topic |
| | | 10 | Engaged students in an activity |
| | | | |
| PRESENTATION | Used appropriate presentation style(s) for content and audience | 11 | Lecture/ Discussion/Role play/ Demonstration, etc |
| | | 12 | Suitable with the content |
| | | 13 | Effectively used the style |
| | Gave adequate/appropriate explanation of new concepts | 14 | Gave adequate/appropriate explanation of new concepts |
| | Responded to students' questions | 15 | Answered questions immediately |
| | | 16 | Deferred responding until later in the lesson |
| | | 17 | Posted questions for later |
| | Periodically checked students' comprehension | 18 | Asked concept checking questions |
| | | 19 | Asked content-specific questions |
| | | 20 | Asked students to summarize |
| 21 | | The questions vary in type | |
| PRACTICE | Set up practice activities clearly | 22 | Gave clear oral and written instructions |
| | | 23 | Gave examples and/or demonstrations |
| | | 25 | Gave related activities |
| | Gave practice activities | 26 | Gave enough activities |
| | Monitored/assisted all students | 27 | Listened to each group interacting |

| | | | |
|--|--|--|--|
| | (individually, paired, and grouped) | 28 | Answered only clarifying questions |
| | | 29 | Gave assistance |
| | Used a variety of communicative strategies for practice of language skills and content | 30 | Students paired/grouped for speaking |
| | | 31 | Students exchanged for targeted feedback |
| | | 32 | Students' ideas shared with class |
| | | 33 | Students used the language content during discussion |
| | | | |
| APPLICATION | Gave students time to apply what was learned | 34 | In a new situation during the lesson |
| | | 35 | In their own situation after the lesson |
| | Gave students time to share their application (work) | 36 | Paired |
| | | 37 | Grouped |
| | | 38 | Whole class |
| Gave students an opportunity to evaluate each other's work | 39 | Interaction made? | |
| | | | |
| Evaluation | Evaluated students' application of concepts | 40 | Used communicative activity |
| | | 41 | Used a test |
| | | 42 | Oral questions |
| | Gave students an opportunity to evaluate the lesson | 43 | Used written reflection |
| | | 44 | Used oral feedback |
| | | 45 | Used peer evaluation |
| | | | |
| Follow up | Gave students opportunities to review materials over Time | 46 | Assigned homework |
| | | 47 | Used warm-up/closing activity |
| | | 48 | Used review games or discussion |
| | | 49 | Gave extensive reading activity |
| | Gave students opportunities to ask questions | 50 | Orally during class |
| | | 51 | Submit through writing |
| | | 52 | Posting electronically |
| | Gave students a task to further investigate content | 53 | Assigned homework |
| | | 54 | Linked with future lessons |
| 55 | | Linked with other subject/course content | |
| | | | |

Other comments by the Observer

C. Selection, Preparation and Application of Instructional Media

| No | Instructional Elements |
|----|---|
| 1 | Accuracy (having truthful information) of instructional media |
| 2 | Clarity (being clearly visible or audible by all students) |
| 3 | Simplicity (being simple for students to assimilate facts) of the instructional media |
| 4 | Attractiveness (being able to catch students attention) of the instructional media |
| 5 | Allocation of adequate time for using the media |
| 6 | Ability of using media at the right time |
| 7 | Efforts shown to engage students actively in the use of media |
| 8 | Efforts shown to use the media for checking students' grasp |

Other comments by the Observer

===== **END** =====

Appendix C: Sample Lesson Plans Prepared by the Observed EFL Trainees

1. Name of School _____
 Teacher's Name _____
 Grade & Section _____
 Number of students _____
 Subject: English
 Lesson Topic: Present Continuous Tense

Daily Lesson Plan format Date of Lesson: 27.06.08
 Duration of Period: 40

Objectives: At the end of the lesson student will be able to
 → Explain present continuous tense
 → Identify student when we use present continuous tense
 → Use student present continuous tense with in sentence

| minutes | Content | Teacher activities | Student activities | Instructional material | Remarks |
|---------|--------------------------|--|---|-----------------------------------|---------|
| 5 | Present Continuous Tense | Introduction - Review the last lesson - Ask last topic related question - Introduce daily lesson | - try to remember - try to answer - Listening attentively | - Picture - Text book | → |
| 20 | | Presentation - by depending on by the picture I ask them question - what is happening on the picture and I tell to them the use of Present Continuous Tense | - see the picture and they try to answer what is happening on the picture | - Real object - Guild book | → |
| 10 | | Establishation - Give short note about present continuous tense - Summarizing main point - Give the use of present continuous tense | - Take short note - Follow - Listening carefully - Participate | | → |
| 5 | | Evaluation - Give class work - check their work | - do class work - do & show their work | | → |

Approved: _____
27-06-08 E.C.

School: MAHARAJA KRISHNAJI Daily Lesson Plan Date: _____
 Teacher's name: _____ Duration: 40'
 Subject: English Academic Year: 2008 E.C.
 Grade/Section: _____ Unit: ONE (I)
 Topic of the day: MY Village greeting

Page 2

Objective of the lesson → BY the end of this lesson students will be able to:-

- ▷ Exercise the way of formal greeting with their peers.
- ▷ Introduce their names, living place and neighbor.
- ▷ Write some examples of formal Greeting in sentence form

| Day | time | Teacher's activity | Student's activity | Content | Teaching methods | Teaching aid (T.M) | Remark |
|-----|------|--|---|--------------------------------|---------------------------|--------------------|--------|
| | 7' | Introduction - Revising previous lesson - Introducing new topic | Memorizing thinking & memorizing previous lesson | | | | |
| | 23 | Presentation ▷ giving short note ▷ clear explanation | - taking short notes - listening attentively | - Greeting Formal and informal | - student center practice | | |
| | 5 | Stabilization ▷ repeating the main ideas ▷ Give summary ideas | asking unclear ideas | | | | |
| | 5 | Evaluation ▷ asking oral question | answering the asked question | | | | |

Teachers signature = _____
Date _____

Approved by _____
date _____

Signs: _____

Daily Lesson Plan

Date of Lesson: 30/06/03
 Duration of Time: 40

Name of School: _____
 Name of Teacher: _____
 Grade: _____
 Subject: English

No. of students Male: _____ Female: _____ Total: _____

Specific Objective:
 At the end of this lesson the student will be able to:
 1. describe the process of making tea.
 2. explain and guess process.
 3. write the process in their exercise book.

| Time | Content | Teacher activities | Student activities | Teaching aids | Method | Remark |
|------|-------------|---|---|---------------|-------------------|--------|
| 5 | Preparation | Introduction - Greeting - Remember a previous day lesson - Introduce a new lesson of tea. - Preparation | Giving response for greeting. Remembering a previous day lesson. Be familiar with a new lesson. | Text book | Students centered | |
| 20 | | presentation - present a daily lesson. preparing at tea. - Group arrange | follow attentively Be on group | Picture | | |
| 5 | | Stabilization summarize a daily lesson by telling main point. | Remembering a daily lesson Asking an clear idea. | | | |
| 10 | | Evaluation ASK a question Give class/home work. | Answer a question Do a given class/home work. | | | |

Name and signature of teacher: _____
 Name and signature: _____

Handwritten signature: D. Kebede



Lesson Plan

- subject: English
- school Name: _____
- name of Teacher: _____
- Grade and Section: _____
- Title of Lesson: TENSES
- Learning Objectives at the end of this lesson students able to:
 - definitions of tenses.
 - identifying of the tenses.

- Date: 30-9-2008 E.C.
 - Topic of Lesson: TENSES
 - Unit of Lesson: _____
 - TENSES
 - Duration of time: 40 minutes
 - No. of students: 120 F25 T45

| Time | Content | Teacher Activities | Student Activities | Identification - materials or media |
|------|---------|--|---|-------------------------------------|
| 5 | TENSES | * Introduction - Revised the previous lesson and introduce the daily lesson plan | - following revision and introduction part of the day of memorizing the lesson following up | - Text Book and reference guides |
| 20 | | * Presentation - Give to not to day lessons - Presentation of detail the lesson plan | - Not taking - Participating in class activity | - |
| 10 | | * Summarization - Summarizing the main lesson - The main point of the topic | - group work - class work | - |
| 5 | | * Evaluation - Asking oral question - home work | - what is unclered question | - |

Appendix D: Interview Scripts from the Participant EFL Teacher Trainees

Interview excerpt of TT 1

Question 1: In the course ELTM, you have learned about learner factors or individual differences. Would you explain what learner factor means, how you managed to identify the differences during your independent teaching practicum, and how you treated these differences in your classroom?

T1: Ok, I think, emm...learner difference is the difference in learning ability of the learners in our class. Some are fast learners and some are slower. Actually, this is nature, not because they don't like the class that some are poor in knowledge and others are good. [pause] ... Well! For your second question, during my practicum, I did my best. I tried to identify the fast and slow learners by giving class work. Fast learners finish class works very quickly. Some never finished the work in the given time. You see, I feel I have to help the slower ones first because they need my help more. After I identified them, then I mostly focus on the slow learners. It's according to my understanding but you can comment on me, ok?

Question 2: What do you think are the major differences between traditional and CLT approaches of second language teaching? How do you use these second language teaching approaches in your teaching?

T1: There are big difference actually, [long pause, trying to remember,...] I may not manage to say all but one thing, CLT uses student centered approach but traditional approach is teacher dominated. A teacher has to say little and asks the students to speak a lot. In my class I used CLT because my students had to use the language. it may not work in all classes. By chance in my class I got participating students and I was successful in doing that. But this is applicable if the students are good in English; otherwise it may be challenging to use it. My colleague trainee had encountered this problem. He told me he had bad class with students do not want to say in English.

Question 3: What do you think are qualities of a good ELT lesson plan?

T1: Ok, lesson plan is important for teachers. It must be prepared in a format that has all the elements such as introduction, presentation, stabilization and evaluation. If I don't put these things first how can I know what to do then? It is a must for all teachers to have it before they go to class, ok?

Question 4: What do you think is the role of the teacher and the students during a presentation stage of the lesson?

T1: first I explain the major points of the topic and give exercise to the students. In other words, I share the presentation time between me and the students. During the first half of the time, I will explain on the topic of the lesson. Then, I give them activity to do individually, in pair or in groups.

Question 5: What is your understanding on designing, selection and using language practice activities?

T1: I think we have a lot of activities in the textbooks. During my practicum teaching, I used activities from the student textbook because they are prepared by higher level ELT professionals. I mentioned only the exercise and the page number on my lesson plan. I really loved them.

Question 6: How do you prepare English language tests and what type of questions do you prefer? Why?

T1: In terms of the variety, I think they use different types of assessment. The assessment methods our ELTM trainers implemented was continuous assessment comprised of quizzes, portfolio work, written assignments, micro-teaching and final examinations. The problem was, sometimes we did not do by ourselves and only some students did for the groups. Especially, the home taken assignments and micro teaching were done in groups. Both the assignments and the micro-teaching were mostly done by one person. I think, particularly, the micro-teaching should be done in individual basis. The trainers do this because of large number of trainees in one class.

Question 7: Are teaching aids important in language teaching? If so, how are they important? How often do you use them in your class?

T2: Yes, teaching aids are important, unquestionable. That is why we learned about them. I use them because they make learning clear. Students can understand easily if we teach them by showing something that supports the idea. But it may not be important to use them in all lessons. I used teaching aid only once in the three weeks stay of practicum because I thought the lessons do not need visual support.

Question 8: What is your comment or suggestion on the ELTM courses training and the practicum in general?

T1: Almost the three ELTM courses were not offered according to the course guide. The training methods and the assessment techniques do not match. For example, the teacher trainers mostly used lecture method though the course guide suggests student centered learning. Also the assessment was not based on the evaluation scheme on the course guide. Secondly, the trainer quality and commitment has to be improved. They are not devoted enough. For example, most of them do not have plan. Because they come not prepared and organized, they end the lesson in to early or stop it because the time is over, do not wind up the lesson mostly.

Question 9: What is your opinion on the overall assessment procedure of the ELTM courses?

TT1: The assessment method our ELTM trainers implemented was continuous assessment comprised of quizzes, portfolio work, written assignments, micro-teaching and final examinations. But the home taken assignments and micro teaching are done in group.

Question 10: What is your opinion on the implementation (mentoring, Supervision and evaluation) of independent teaching practicum?

T1: I think the practicum period was not enough to practice. The time for the independent teaching only 3 weeks, so it was not enough for us to experience the challenge and test our ability to apply the knowledge we got form the ELTM courses. Also I don't believe we got

appropriate support from our supervisors and mentors. I wish these two things need improvement for the next batches.

Question 11: What is your view on the pre-service Primary school ELT training program in general?

T1: I think we had a busiest schedule throughout the last 3 years. The course load given in a semester was too high. Particularly, we took more non-ELT courses such as chemistry, biology, physics etc. for which we are not specializing which I feel are not priority for ELT teachers. So I was so busy doing the assignments and I didn't have enough time to concentrate on any of them.

Interview excerpt of TT 2

Question 1: In the course ELTM, you have learned about learner factors or individual differences. Would you explain what learner factor means, how you managed to identify the differences during your independent teaching practicum, and how you treated these differences in your classroom?

T2: Well! It is obvious that students have different backgrounds like urban and rural, poor family and rich, naughty and calm. These are not the only ones. In my practicum experience, I made them to write about themselves to identify their differences. From their writing, I understood not only their family background but also their writing skills differences. I use these differences during group works. I sometimes use homogenous groups and other time heterogeneous groups depending on the situation.

Question 2: What do you think are the major differences between traditional and CLT approaches of second language teaching? How do you use these second language teaching approaches in your teaching?

T2: Their difference is that the CLT approach develops speaking skill but traditional approach is grammar oriented. I personally use both approaches depending on my topic of

the lesson. for example, in speaking section, I use the CLT and in grammar section I prefer the traditional grammar approach.

Question 3: What do you think are the qualities of a good ELT lesson plan?

T2: to my knowledge, lesson plan includes the subject/course title, grade level, student number, objectives which comprises the three domains [cognitive, affective and psychomotor], student and teachers activity, teaching aids and methods of teaching against their time breakdown.

Question 4: What do you think is the role of the teacher and the students during a presentation stage of the lesson?

T2: Teachers have many jobs in classroom. In my case, I give explanation and the students listen to me most of the time. However, I spend time of presentation based on the lesson content type. For example if the lesson is about grammar, I will talk more, but in speaking lesson I give more time for students.

Question 5: What is your understanding on designing, selection and using language practice activities?

T2: In the presentation stage of the lesson, I give my students 2- 3 activities. My source of activities is the student's book prepared by the Ministry of education. If we have enough time, we will do all of them. Otherwise, I will give them as home work.

Question 6: How do you prepare English language tests and what type of questions do you prefer? Why?

T2: Most of the course time was taken by evaluation. Mostly, the assessment method was written assignments. The assignments are sometimes copy paste from the ELTM course material; in addition to this, some activities were not realistic. For example, we were asked to go to the nearest primary schools and write a report on the school mini media but the schools did not have any mini media.

Question 7: Are teaching aids important in language teaching? If so, how are they important? How often do you use them in your class?

T1: I think teaching aids are important. But I have not used during the practicum because there were no teaching aids in the school.

Question 8: What is your comment or suggestion on the ELTM courses training and the practicum in general?

T2: In my opinion, time for learning by doing should be increased. It's almost theoretical training that happens in the training sessions in the classroom. Presentation through representatives does not give opportunity to the individual trainee to apply the theory in real situation.

Question 9: What is your opinion on overall assessment procedure of the ELTM courses?

TT2: Most of the course time was taken by evaluation. Mostly, the assessment method was written assignments, tests and final examinations. The assignments are sometimes copy paste from the ELTM course material; in addition to this, some activities were not realistic.

Question 10: What is your opinion on the implementation (mentoring, Supervision and evaluation) of independent teaching practicum?

T2: I was assigned to teach English for grade 7. The students did not have interest on English. I asked them why they feel like that. They told me that they did not like English lessons because it is difficult for them. I discovered that they were far behind the level. However, later I managed to change their interest by telling them the importance of English in their future education and career. Motivation can bring change. In general I liked the challenge and the experience.

Question 11: What is your view on the pre-service Primary school ELT training program in general?

T2: The curriculum does not promote single specialization. Even the credit hours of ELT are less than 20% of the total course work. Not only this, most of the training time is used to cover the assessment scheme of the course than making us to practice and reflect on the contents. Due to this I do not have confidence on my English language knowledge and teaching.

Interview excerpt of TT3

Question 1: In the course ELTM, you have learned about learner factors or individual differences. Would you explain what learner factor means, how you managed to identify the differences during your independent teaching practicum, and how you treated these differences in your classroom?

T3: Students are not the same in their age, sex, and in learning ability. But, it was challenging for me because my students were many in number, about 60. How could I identify their background differences? It is too difficult to manage this in large classes. I grouped them on their sitting arrangement or randomly.

Question 2: What do you think are the major differences between traditional and CLT approaches of second language teaching? How do you use these second language teaching approaches in your teaching?

T3: The difference between the CLT and the traditional grammar approach is CLT is communication focused teaching but the traditional grammar approach teaches accuracy. I prefer CLT approach because it is good teaching method as it gives more time for the students.

Question 3: What do you think are qualities of a good ELT lesson plan?

T3: I think lesson plans depend on the content. It not necessarily has all the elements. For example, in teaching vocabulary, I may teach only meaning. So I am not stick to lesson plan elements.

Question 4: What do you think is the role of the teacher and the students during a presentation stage of the lesson?

T3: I always use CLT method. Therefore, I make my lesson student centered and make them do the activity independently.

Question 5: What is your understanding on designing, selection and using language practice activities?

T3: I use various activity types based on the content of my lesson. For group activities, I use mixed ability grouping because it gives the students learn from each other. Group work also minimizes my burden.

Question 6: How do you prepare English language tests and what type of questions do you prefer? Why?

T3: Actually, they give us mid and final semester written exams but most of the time, the assignments are given in groups. We prepare written assignments in groups and submit them to the trainees. Honestly speaking, it is the best student in the group that does the assignment.

Question 7: Are teaching aids important in language teaching? If so, how are they important? How often do you use them in your class?

T3: I think teaching aids are helpful especially for children. Unfortunately, the school I was assigned for independent practicum did not have teaching aids center. I could not find any so I did not use in my lessons. I was commented by my supervisor on this. The school should have prepared in advance.

Question 8: What is your comment or suggestion on the ELTM courses training and the practicum in general?

T3: The ELTM course training should have been supported by audio-visuals/language laboratory. We asked the college officials to let us use the language laboratory of the college

but we were not able to use it because of lack of technician. We have never watched any model language teaching lessons.

Question 9: What is your opinion on overall assessment procedure of the ELTM courses?

TT3: They give us home taken assignments, mid and final semester written exams but most of the time, the assignments were given in groups. Honestly speaking, it is the best student in the group that does the assignment.

Question 10: What is your opinion on the implementation (mentoring, Supervision and evaluation) of independent teaching practicum?

T3: It was good opportunity to implement the ELT content and pedagogical knowledge I got during the training. What was challenging for me was the classroom management. Students came late and the class was often noisy. I had difficult time especially at the beginning. I was a bit annoyed but a day after a day, I made myself closer to them and things improved eventually.

Question 11: What is your view on the pre-service Primary school ELT training program in general?

T3: Especially in ELTM, my trainers were focused on covering the course outline than checking the impact of the training.

Interview excerpt of TT 4

Question 1: In the course ELTM, you have learned about learner factors or individual differences. Would you explain what learner factor means, how you managed to identify the differences during your independent teaching practicum, and how you treated these differences in your classroom?

T4: No, they are not the same. Some are fast learners and others are slower. Also they differ in taking responsibility of their learning. Irresponsible learners do not do homework or assignments. So I will punish them.

Question 2: What do you think are the major differences between traditional and CLT approaches of second language teaching? How do you use these second language teaching approaches in your teaching?

T4: I think CLT is a method that recommends more time of the lesson for the students. The teacher should not give much explanation. Students do in groups most of the time. On the other hand, in the traditional approach, the teacher is the center of the lesson. He explains and gives notes. During my practicum, I used the CLT because it is convenient for the teacher. I gave most of the time for the students.

Question 3: What do you think are qualities of a good ELT lesson plan?

T4: The general methodology course which is a common course we have taken recommends the four stages of lesson planning [introduction, presentation, stabilization and evaluation] and the methods of teaching skills suggest different stages such as pre, while and post. I am confused which one to follow. The independent practicum evaluation checklist is based on the general methodology format, so I used this one for my evaluation for the sake of good grade. I think specific lesson plan for English language teacher trainees should be prepared as suggested by the ELTM course.

Question 4: What do you think is the role of the teacher and the students during a presentation stage of the lesson?

T4: I go round the classroom and observe while students do the activities. When they finish the activities, I collect about five to ten exercise books of the first comers and check them. Then we discuss on the answers at whole class level.

Question 5: What is your understanding on designing, selection and using language practice activities?

T4: The time I plan for activity depends on the content of the lesson. For grammar lessons, I have less time for activity. I usually give home work for grammar lesson. For the skills, I budget more time for student activity.

Question 6: How do you prepare English language tests and what type of questions do you prefer? Why?

T4: The assessment method is conducted according to the course evaluation guideline but we are given too many assignments for submission. We do not have time to discuss on the answers; the trainers show us only the marks/points we got on the assignments.

Question 7: Are teaching aids important in language teaching? If so, how are they important? How often do you use them in your class?

T4: Teaching aids are helpful in that they can add to memory especially for visual oriented learners. Mostly, lower grade teachers need to use them. In upper grade levels, it is common among natural science discipline than language study.

Question 8: What is your comment or suggestion on the ELTM courses training and the practicum in general?

T4: The teacher trainers, most of them, seem are not motivated in the profession. They often become late, absent or show less interest in their stay.

Question 9: What is your opinion on overall assessment procedure of the ELTM courses?

TT4: We were given too many assignments for submission. We do not have time to discuss on the answers.

Question 10: What is your opinion on the implementation (mentoring, Supervision and evaluation) of independent teaching practicum?

T4: Honestly speaking I was not good in the practicum part. I was so nervous. I know I am not good in English; how can I be confident in class? My problem is not only on the ELT methodology part but I feel I lack English proficiency. The primary ELT curriculum should address this issue because it is the problem of most of the trainees.

Question 11: What is your view on the pre-service Primary school ELT training program in general?

T4: We have some ELT teacher trainers who are devoted and resourceful, but most of them do not start the training as it is set on the academic calendar. I think they have other part time teaching jobs in other colleges. About the end of the semester, they make us over busy in extended hours of lectures and assignments to cover the course chapters. Really, semester end was so frustrating time.

Interview excerpt of TT 5

Question 1: In the course ELTM, you have learned about learner factors or individual differences. Would you explain what learner factor means, how you managed to identify the differences during your independent teaching practicum, and how you treated these differences in your classroom?

T5: Actually, all people are different in behaviour, physically and in personality. These differences have effects on their learning strategy.

Question 2: What do you think are the major differences between traditional and CLT approaches of second language teaching? How do you use these second language teaching approaches in your teaching?

T5: A CLT approach is an approach which targets the improvement of the communication ability of the students. Particularly, it aims at developing speaking skill of the students. The traditional approach makes students better in grammar than communication ability. I prefer the CLT because I have to make my students speak good English. They can study grammar from other books in the market.

Question 3: What do you think are qualities of a good ELT lesson plan?

T5: For me, good lesson plan has many qualities. Let me mention some of them. ...mmm, first it should have clear objectives. The objectives must contain the three domains of learning such as cognitive, affective and psychomotor.

Question 4: What do you think is the role of the teacher and the students during a presentation stage of the lesson?

T5: I think the teacher and students have their own role during presentation stage. The teacher explains key points of the day and checks the students' understanding in the mean time. If the points are clear to the students, I give them class work. However, if they ask for repetition on some areas, I re-explain to them.

Question 5: What is your understanding on designing, selection and using language practice activities?

T5: As a teacher I am responsible to finish all activities in the student's textbook. So I make my students do most of them at home and we discuss on the answers in the next class.

Question 6: How do you prepare English language tests and what type of questions do you prefer? Why?

T5: Mostly, the evaluation is on paper and pen basis. The trainers give us written assignments in group. We have less time for practical part evaluation like micro-teaching. Because we do not do the micro-teaching well, we face difficulty during the independent teaching.

Question 7: Are teaching aids important in language teaching? If so, how are they important? How often do you use them in your class?

T5: Yes, they are important. In language classes, pictures, photographs can be used in speaking and writing lessons. So I use them in these lessons.

Question 8: What is your comment or suggestion on the ELTM courses training and the practicum in general?

T5: There should be time for reflection between the trainers and the trainees during and at the end of the courses. This could help to evaluate the course journey as well as the outcome of the training. The discussion could give feedback on the areas of strength and weaknesses that improves the next course delivery.

Question 9: What is your opinion on overall assessment procedure of the ELTM courses?

TT5: Mostly, the evaluation is on paper and pen basis. The trainers give us assignments in groups. We have less time for practical part evaluation like micro-teaching.

Question 10: What is your opinion on the implementation (mentoring, Supervision and evaluation) of independent teaching practicum?

T5: I think independent teaching should be important part teacher training. It gave me chance to identify my strong sides and areas need improvement. I expected that my supervisor tells me what I was good at and not. Sadly, he told me to see the result in after it is graded. I do not think the objective of practicum is only for marking. How can I be sure of my success or failure then? Not only one to one discussion, I believe there has to be a reflection and experience sharing session at the end of the independent practicum for all teacher trainees.

Question 11: What is your view on the pre-service Primary school ELT training program in general?

T5: for me, I feel I have taken many unrelated courses to my specialization. The courses like geography, chemistry, biology are not adding anything to my English teaching.

Interview excerpt of TT 6

Question 1: In the course ELTM, you have learned about learner factors or individual differences. Would you explain what learner factor means, how you managed to identify the differences during your independent teaching practicum, and how you treated these differences in your classroom?

T6: Students are not the same in every aspect. They come from different background such as urban or town, poor or rich, educated or uneducated family, or they may be good learners or not. These differences can affect student learning. As a teacher, I may not manage to identify all these but I focus on their learning differences and I support the low achiever students by preparing tutorial l classes.

Question 2: What do you think are the major differences between traditional and CLT approaches of second language teaching? How do you use these second language teaching approaches in your teaching?

T6: According to my understanding, CLT is a method which uses discussion in the lesson. Students do in pairs and groups. The traditional method is the opposite of this. The teacher explains more and students take note and do written activities. In my opinion, both are important but I mostly use the traditional method because students need to pass examinations in our context than anything else. I mostly focus on the grammar part of the textbook and also the students I taught during the practicum were happy about that.

Question 3: What do you think are qualities of a good ELT lesson plan?

T6: Lesson objectives have to be worded in simple way. Also each daily lesson plan should have at least three objectives.

Question 4: What do you think is the role of the teacher and the students during a presentation stage of the lesson?

T6: In CLT, the teacher's role is facilitator, so I help my students do in pair or in groups. When they need my help during the work, I offer them my help. However, in some cases, I may use the whole presentation time, especially during grammar lesson.

Question 5: What is your understanding on designing, selection and using language practice activities?

T6: For my lesson, I select activities from the student's text book and they do them either in class or at home. Mostly, I focus on difficult activities because the students can do the easier activities by their own.

Question 6: How do you prepare English language tests and what type of questions do you prefer? Why?

T6: On the evaluation procedure, I see that the tests and quizzes are more difficult than the written assignments. We usually get lower marks on them. For the assignments, they give us good mark. I sometimes feel that they don't read them at all.

Question 7: Are teaching aids important in language teaching? If so, how are they important? How often do you use them in your class?

T6: Yes, I think teaching aids are important in teaching and learning process. Therefore, I use them always in my class.

Question 8: What is your comment or suggestion on the ELTM courses training and the practicum in general?

T6: I think the college management body has to closely follow up how the training is conducted especially on the trainers' quality. I have seen that what the trainers teach us and what they do in the actual training session contradict each other. The ELTM course trainers taught us to implement CLT/ student centered teaching approach, but they use lecture method. Due to this, what I did during practicum was influenced by the training method than the ELTM/theoretical knowledge I got from the training. I suggest the trainers' capacity has to be developed.

Question 9: What is your opinion on overall assessment procedure of the ELTM courses?

TT6: On the evaluation procedure, I see that the tests and quizzes are more difficult than the written assignments. We usually get lower marks on them. For the assignments, they give us good mark.

Question 10: What is your opinion on the implementation (mentoring, Supervision and evaluation) of independent teaching practicum?

T6: I really liked the practicum part; however, I was a bit nervous on the first few days. It was my first time to conduct a lesson; during the ELTM course, I just participated in planning for the micro-teaching and my group member presented for us. In the last week of my teaching, I think I improved a lot. What I found it funny in my practicum was related to my mentor teacher of the primary school. I was supposed to work with him to get experience but this told me that he didn't take any formal teacher training program or short term training. He was employed directly from grade ten. Later, I discovered that the government employs such teachers due to high rate of teacher attrition and makes them attend teacher training summer-in-service program after some years of service. He was not comfortable to attend my lessons because of his lack of knowledge on teaching in general. The tests prepared by this so called mentor teacher were hard to take them as English tests. The content was not of English language, not correct and the instructions were not clear. Also the classroom got noisy now and then; he could not manage misbehaving students. The funniest part is that he was made to fill out my evaluation sheet which was part of my overall practicum evaluation; but the practicum time was too short; another three weeks should be added to the actual three weeks time.

Question 11: What is your view on the pre-service Primary school ELT training program in general?

T6: I have generally positive attitude towards the English program I am specializing for. But the credit hours of the ELTM should be increased. I found that the contents in the three courses should be subdivided to five semesters than the actual three. Also I feel that the common courses I have taken help me a lot for teaching English.

Appendix E: Consent between Researcher and Research Participants

Title: The Impact of Pre-Service Primary ELT Teacher Training on Post-Training Practice

Researcher: Mr. T.D. Bushiso

Participant's Name: _____

I, _____, under signed below as participant in the research, am made aware of the purpose of the study and volunteer to take part in study as a source of information. I am made aware that I have right to withdraw any time from participating in the study without any pre-condition.

Also I, _____, the researcher under signed below, agree to treat the participants fairly and with respect, work with them within the stipulated time frames. In the report of the study, I will avoid naming the participants to keep their anonymity. The results of the study will be available to them if they wish to.

Name of participant _____ **Sign** _____ **Date** _____

Name of Researcher _____ **Sign** _____ **Date** _____



ሀዋሃ መምህራን ትምህርት ኮሌጅ
Hawassa College of Teacher Education

P.o.Box:115 Tel: (+251)462202268/(+251)462202272 Fax: (+251)462202273 Web: www.hcte.edu.et

Ref.No HCTE/6864/1/35

Date 25/2/2008 E-C

To: University of South Africa (UNISA)

From : Hawassa College of Teacher Education

Subject : Allowing Data Collection

Mr. Temesgen Daniel Bushiso has applied to our College to allow him to Collect data for his Phd study titled The impact of pre service English language primary Teacher training on post training practice .There fore, the College is willing to Cooperate him during his study.

Regards

CC: T.D. Bushiso
ምትኩ ካጃሾ ዳኛታ
Mulugeta Bushiso Bahata
ም/ዲ/ና፣ መምህራን ምክርቤት/ል
አዕ/ዋና ገዢ ህደት ጣቢያ
Vice Dean & Tolda Coor.
Process Owner



Appendix G: Ethical Clearance, Editor's and Originality Reports

UNISA | 
university
of south africa

ENGLISH STUDIES DEPARTMENTAL RESEARCH ETHICS REVIEW COMMITTEE
30/03/2016

Ref #: 2015_DERC_F01
Name of applicant
(student/researcher): Mr T D
Bushiso
Student #: 53341570
Staff #: 90060822

Dear Mr Bushiso,

Decision: Ethics Approval

Name:
Mr Temesgen Daniel Bushiso,
temedan@gmail.com (53341570@mylife.unisa.ac.za)
+251911741020

Proposal: The Impact of ELT Pre-Service Primary Teacher Training on Post-Training practice

Qualification: PhD

Thank you for the application for research ethics clearance by the Department of English Studies Research Ethics Review Committee for the above mentioned research. Final approval is granted for duration of PhD study.

***For full approval:** The application was reviewed in compliance with the Unisa Policy on Research Ethics by the Department of English Studies Research Ethics Review Committee on 30/03/2016.*

The proposed research may now commence with the proviso that:

- 1) The researcher/s will ensure that the research project adheres to the values and principles expressed in the UNISA Policy on Research Ethics.*
- 2) Any adverse circumstance arising in the undertaking of the research project that is relevant to the ethicality of the study, as well as changes in the methodology, should be communicated in writing to the Department of English Studies Research Ethics Review Committee. An amended application could be requested if there are substantial changes from the existing proposal, especially if those changes affect any*

University of South Africa
Pretoria Street, 19, Midway, Ridge, 2092, Johannesburg
PO Box 202, UNISA, 2002, South Africa
Telephone: +27 11 251 1111 Fax: +27 11 851 8100
www.unisa.ac.za

Rubric

of the study-related risks for the research participants.

- 3) The researcher will ensure that the research project adheres to any applicable national legislation, professional codes of conduct, institutional guidelines and scientific standards relevant to the specific field of study.

Note:

The reference number [top right corner of this communiqué] should be clearly indicated on all forms of communication [e.g. Webmail, E-mail messages, letters] with the intended research participants, as well as with the English Studies Departmental Ethics Review Committee.

Kind regards,

Signature *A. Kreuter*
Title & Name of the chairperson
DR. A. D. KREUTER
Add contact details
X 3968
A. Kreuter
Ms. CCS Frutini
X 3241

Signature *M. Lephalala*
Title & Name of the CoD
Prof MMK Lephalala
01/04/2016

Prof. K. le Roux

BA HED B.Ed M.Ed D.Ed
Diploma in Special Education
(Remedial Teaching)

PO Box 100-387
Moreleta Plaza 0167
e-mail: kerenderoux@live.co.za

131 Vineyard Village
Boardwalk Meander
Cell Phone Number: 083 500 6041

11 May, 2017

DECLARATION

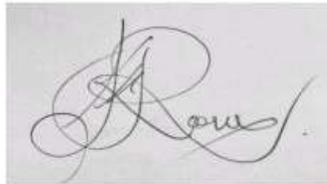
I herewith declare that the thesis

The impact of pre-service primary English language teacher training on post-training practice

by Temesgen Daniel Bushiso

was edited by me.

The corrections and changes suggested by me, however, remain the responsibility of the student.

A handwritten signature in black ink, appearing to read 'K. le Roux', is shown within a rectangular frame. The signature is fluid and cursive.

.....
Prof. K. le Roux.

Bushiso all Draft Chapters

ORIGINALITY REPORT

| | | | |
|------------------|------------------|--------------|----------------|
| % 12 | % 11 | % 4 | % 3 |
| SIMILARITY INDEX | INTERNET SOURCES | PUBLICATIONS | STUDENT PAPERS |

PRIMARY SOURCES

| | | |
|----------|---|-------------|
| 1 | ccsenet.org Internet Source | % 1 |
| 2 | uir.unisa.ac.za Internet Source | % 1 |
| 3 | etheses.whiterose.ac.uk Internet Source | <% 1 |
| 4 | www.readbag.com Internet Source | <% 1 |
| 5 | www.sdas.edus.si Internet Source | <% 1 |
| 6 | www.asian-efl-journal.com Internet Source | <% 1 |
| 7 | Submitted to Anadolu University Student Paper | <% 1 |
| 8 | Submitted to University of South Africa Student Paper | <% 1 |
| 9 | 69.18.221.114 Internet Source | <% 1 |