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JIMMA UNIVERSITY
COLLEGE OF SOCIAL SCIENCES AND LAW
DEPARTMENT OF ENGLISH LANGUAGE AND LITERATURE
(GRADUATE PROGRAM TEFL)

DESCRIPTIVE STUDY OF THE EFFECT OF ELIP AS IN-SERVICE TRAINING FOR ENGLISH LANGUAGE TEACHERS' PERFORMANCE AT SECOND CYCLE PRIMARY SCHOOLS WITH PARTICULAR REFERENCE TO HIBRET AND MENDERA SCHOOLS IN THE CITY OF JIMMA

BY:
ALEMAYEHU REGASSA GINDO



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JANUARY 2012
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DESCRIPTIVE STUDY OF THE EFFECT OF ELIP AS IN-SERVICE
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ALEMAYEHU REGASSA GINDO

**A THESIS SUBMITTED TO THE DEPARTMENT OF ENGLISH
LANGUAGE AND LITERATURE COLLEGE OF SOCIAL SCIENCES AND
LAW
JIMMA UNIVERSITY**

**IN PARTIAL FULFILLMENT OF THE REQUIREMENTS FOR THE
DEGREE OF MASTER OF ARTS IN TEFL**

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APPROVED BY BOARD OF EXAMINERS

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JANUARY 2012
JIMMA

DECLARATION

I, the undersigned graduate student, hereby declare that this thesis is my original work, and that all sources of the materials used for this thesis have been duly acknowledged.

Name: Alemayehu Regassa

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Place: Jimma University

Date of submission: _____

ACKNOWLEDGMENTS

First and for most, I would like to thank my Lord Jesus Christ for His immeasurable gift and divine providence.

Next, I wish to express my genuine appreciation to my understanding and helpful advisor, Dr. Getachew Seyoum, for his tireless reading, constructive criticisms and very useful comments that greatly improved this study in spite of the workload he has. It was only with his guidance and support that the realization of this paper was made possible.

I am very much indebted to my wife, Leti Getachew, for her unlimited moral and material support from the beginning to the end of the study. She also deserves great thank for typing the entire part of this paper.

I am also grateful to my brothers Mamo, Zeleke, Tesfaye and Belay Regassa for their unlimited moral, material and financial support.

My special thanks also go to all my friends who were with me in all my ups and downs throughout the work.

Finally I would like to thank Hibret and Mendera School teachers, directors, supervisors and students for their cooperation during data collection.

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ABBREVIATIONS

CLT- Communicative Language Teaching

EFL-English as a foreign language

ELIP- English Language Improvement Program

ELTs-English Language Teachers

IKELTA- International Key English Language Teaching Advisors

INSET- In-service Education and Training

KELTs- Key English Language Trainers

MOE- Ministry of Education

TEFL- Teaching English as a Foreign Language

I1, I2, I3...- Interviewee 1,interviewee 2 etc

ABSTRACT

The objective of this research was to examine the effect of ELIP as in-service training on second cycle primary school teachers' English language performance. This research was conducted in Hibret and Mendera, governmental primary schools in the city of Jimma, Oromia region.

The data for the research were collected through classroom observation, interview and focus group discussions. Classroom observation checklist was prepared based on ELIP training objectives and ten teachers from both the schools were observed twice on their lesson planning, classroom techniques, language command and resources, classroom management, and classroom evaluation. An interview guide was prepared based on the objectives of ELIP for teachers, directors and supervisors and administered to them. Finally, discussion was made with all the concerned bodies-ten teachers, two directors, two supervisors and twenty students from all the ten sections.

The results of the research shows that English language proficiency of primary school teachers has improved with the ELIP trainings they have taken. Their self confidence in using English both inside and outside the classroom has also enhanced. On the other hand, although all the teachers were aware of what learner centred approach is, learner centred methods of teaching was not practically put into effect in the classrooms the researcher has observed, and there was no support and follow up from the concerned bodies. The other problem was the use of first language by students during group and pair discussions. Finally, recommendations like establishing English clubs, follow up and support for teachers on learner centred methods, and motivating learners to use target language during discussions were suggested by the researcher.

CHAPTER ONE: INTRODUCTION

1.1. Background of the Study

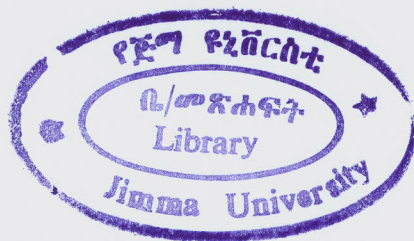
Nowadays almost all the countries in the world are working to improve the quality of education they provide for their people. Various authors explain the meaning of “quality of education” in terms of the quality of the teachers involved. Kirk (1988, p. 45), for example, suggests that quality of educational services provided to a society depends basically on the quality of the teachers and Zenebe (2005, p. 15) points out that quality of education is determined by the qualifications teachers have as well as by essential access to a sufficient number of teachers.

The idea that the quality of education offered is critically determined by the quality of teachers available which, in turn, depends on the quality of teacher education, is expounded by Chaurasia as follows.

It is universally accepted that the quality of (a) nation depends upon the quality of its citizens. The quality of its citizens depends in critical measures upon the quality of their education. The quality of education depends upon several factors, but the most significant factor is the quality of the teacher. Undoubtedly, the quality of the teachers is determined by the provision of adequate pre-service and in-service education (Chaurasia, 1967, p.80).

From the above, we can see that teachers play a decisive role in the development of a nation mainly because teachers are the real implementers of the educational curriculum and are closer to the practical activities of the classroom than anybody else.

It is, therefore, very important to give great attention to teacher education if we wish to achieve essential educational objectives. Teacher education can involve both pre-service and in-service training. In-service training, the subject of this study, is believed to be important because it bridges the gap between what the student-teachers learn from pre-service training and what the existing situation demands of them. Kirk (1988) holds as follows:



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Initial teacher education, no matter how thorough and systematic, can never hope to prepare comprehensively for all the various demands that are to be encountered throughout a full teaching career. Inevitably, therefore, teachers will require opportunities for professional enrichment, for developing their skills and acquiring new ones, for revitalizing the practice of their craft and for keeping abreast of developments in pedagogy and knowledge (p. 45)

Many scholars suggest the importance of In-service Education and Training of Teachers (INSET). According to Tilahun (1990, p. 65), for example, the main purpose of INSET is to improve the teachers' qualifications and keep qualified teachers abreast of current standards and practices. Cropely and Dave (1978), Kirk (1988) and Eraut (1995) explain the purpose of INSET more specifically as being a tool for equipping teachers with the necessary skills, knowledge and attitude to function properly in the educational system. Tyler (1974, p. 15), emphasizes the importance of INSET and says that new tasks for schools generate new problems to be dealt with within the INSET programs.

Some authors, on the other hand, point out that INSET may not be as successful as assumed. Walter (2003, p.311), for instance, states that in most INSET Programs, the rate of success in effecting changes in the classroom behavior of the participants has been far from satisfactory. In the same way, Tomlinson (1989 as cited in Lamb 1995, p. 73) enumerates that some of the problems in INSET lie in the inability to apply all that the participants have learnt within the existing parameters of syllabus, examinations, materials, official expectations, class size and other practical constraints. In his study entitled "The consequence of INSET", he states "Teachers attending short INSET courses are usually exposed to a great amount of new information and ideas. While this can be exciting at the time, the after effect may be less salutary." Furthermore, Jackson, (as cited in Tilahun 1990, p. 73), notes the following: "there is nothing self-evident about the relative superiority of improving teaching through programs of in-service training."

Irrespective of these controversies, however, the current Education and Training Policy of Ethiopia gives more emphasis to in-service teacher education. For instance, the education sector strategy (1994, p. 3) states that one of the pre-requisites for improving educational standards will be the upgrading of the quality and professional competence of existing teachers through in-service training. Furthermore, teachers' qualifications and competence in the medium of

instruction receives special attention in the educational policy. Thus, the current Education and Training Policy (1994, p. 21) of Ethiopia suggests that teachers starting from Kindergarten to higher education will be required to have gained the necessary qualifications and competence in the medium of instruction through both pre-service and in-service training.

To implement policy issues regarding the in-service training of teachers, the Ethiopian government has organized many INSET programs. One of these programs, which is also the focus of this study, is the ELIP (English Language Improvement Program). The Ministry of Education (MOE) launched the ELIP project in the year 2002 with the aim of raising the level of English language ability of both English language teachers and teachers of other subjects using the medium of English. The program has the following general and specific objectives which teacher trainees are required to fulfill.

General Objectives

- To have access to knowledge and information available in English.
- To make use of modern information and communication technology opportunities.
- To interact with their peers through the sole accepted international language.
- To communicate their ideas effectively to their respective students.

Specific Objectives

- To raise the English language proficiency of Ethiopian teachers.
- To improve Ethiopian teachers' English communication skills in the classroom.
- To enhance Ethiopian teachers' self-confidence in using English.
- To introduce Ethiopian teachers to a more learner-centered teaching behavior.

In order to achieve these objectives, the MOE has employed International Key English Language Training Advisors (IKELTAs) who have come from universities in the United Kingdom to train Ethiopian Key English Language Training Advisors (KELTAs). These KELTAs, in turn, have trained Key English Language Trainers (KELTS) - see (Ahmed, Almaz and Altshul 2005, p. 3).

Thus, the purpose of this study is to assess the effect of ELIP as a means of in-service training on the primary school second cycle English language teachers' performance.

1.2. Statement of the Problem

The Ethiopian government has started to implement new innovation tactics concerning the English language which require that teachers improve their English language proficiency and adapt their methods of teaching the English language. With funding from international donors, the MOE launched its ELIP project in 2002, with the aim of raising the level of the English language ability of both English language teachers and teachers of other subjects who teach in English (Ahmed, Almaz and Altshul, 2005, p. 3).

However, it is a difficult task to pass these changes on to all the teachers involved as it necessitates a large amount of money as well as sufficient time. To overcome this problem, the MOE has offered ELIP projects as a part of an in-service training program which will run during teachers' vacation time and only for short, concentrated periods. It is, clearly, more practical to train a large number of teachers in a relatively shorter period of time and at a lower cost than the usual pre-service program.

As ELIP training is a relatively new activity in our country, there are no in depth studies concerning the impact of the program particularly on English language teachers. Therefore, it seems crucial to study this program in detail in relation to English language teachers in order to get valuable information which will help us improve the program. The researcher in question has taught a large number of courses regarding English to be used by primary school teachers and, meanwhile, observed the competence of those teachers in using English as they had already attended some ELIP courses.

The absence of in-depth study concerning the impact of ELIP and the personal experience the researcher has encountered in teaching the English language have led to the researcher undertaking this study. To this end, the study considered the following basic research questions:

1. What is the view of in-service teachers of English towards their English language proficiency as a result of ELIP training?
2. What is the perception of in-service teachers of English regarding their confidence in using the English language for communicative purposes after taking ELIP training?
3. Do in-service teachers of English use learner-centered approaches in giving English lessons?

4. What is the level of speaking proficiency of in-service English language teachers in clearly using English to give instructions and praise learners in the classrooms?

1.3. Objectives of the Study

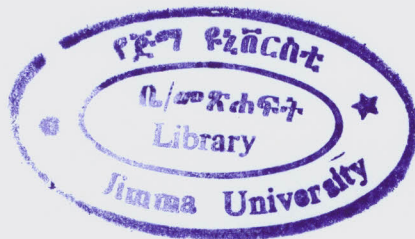
The general objective of this study is to examine the effect of ELIP as in-service training on second cycle primary school teachers' English language performance. Based on this general objective, the researcher has set the following specific objectives:

- To assess primary school teachers' English language proficiency.
- To assess primary school teachers' views regarding their English language proficiency as a result of ELIP training.
- To examine primary school teachers' confidence in using English for commu purposes after ELIP training.
- To determine primary school teachers' ability to use learner centered approaches in English language lessons.

1.4. Significance of the Study

As the English language is the only true international language in general and also the medium of instruction in secondary and tertiary schools of Ethiopia, studies related to the improvement of English are of paramount importance. Accordingly, this study has the following significance:

- It will help educational personnel identify the strengths and weaknesses of ELIP training and give remedies to teachers.
- It will further provide information to the donors of the program.
- It will also create awareness regarding the importance of in-service training.
- It will finally give some valuable clues to future interested researchers.



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1.5. Scope of the Study

This study was delimited to English language teachers of Hibret and Mendera Primary Schools. To make the study manageable, it concentrated on the effect ELIP has as in-service training related to the teachers' performance in the classroom.

1.6. Limitation of the study

There were challenges the researcher faced during data collection.

- Teachers were not willing to be observed during their actual lesson.
- Some of the teachers were found to be reluctant to be recorded during interview.
- The directors and supervisors were busy for meetings and other routines.

UNIT TWO: REVIEW OF RELATED LITERATURE

2.1. Teacher Education: An Overview

The core aim of teacher education is to equip teachers with the necessary knowledge, skills and attitude to help them teach students effectively. It is also true that teacher education can be used to develop teachers' subject knowledge; their awareness of student behaviors at various stages of development as well as a knowledge of different pedagogical methods. In explaining the use of teacher education Aggarwal, (2004, p.413) claims that:

Proper education of the teacher enables him/her to have knowledge of how children grow, develop and learn and how they can be taught effectively and how their inner potentialities can be brought out and developed.

Regarding components of teacher education Alven (2006) indicates that knowledge of the subject matter and pedagogical methods constitute the major part of teacher education.

The aforementioned ideas of different authors concerning the components of teacher education suggest that subject knowledge, knowledge of children's development and the knowledge of how to teach (pedagogical knowledge) are considered as the main bodies. Therefore, to have an impact of the quality of education, the curriculum designers of teacher education should give appropriate emphases to all components of teacher education such as subject knowledge, knowledge of children's development and different pedagogical methods.

North field and Guns tome (1997, p. 49) summarize the purposes of teacher education as follows:

- It must help teachers to learn and apply important ideas.
- It should strike to balance between the existing situations with the role of teaching which can in turn bring improvement in the school environment.

Similarly, Moony and Russell (1994) as cited in Northfield and Gun stone (1997) disclose that teacher education can help teachers to develop self-confidence in implementing polices by valuing teachers' own knowledge generation and dissemination. To be effective, Northfield and Gun stone (1997, p. 54) suggest the following principles of teacher education, teacher education programs should:

- Model the teaching and learning approaches being advocated and developed, and the vision of the teaching profession.
- Be based on prior and current experiences of and give respect to teachers' knowledge and understanding.
- Maintain close relationship between schools and the teaching profession.
- Help to improve the personal, social and professional development of teachers.

Concerning the challenges associated with EFL teacher education, Schocker-V-Ditfuth and Legutke (2006, p. 51), "Teacher education often fails to provide the relevant base that would enable student teachers to prepare their learners adequately for the task outlined and to support them in coping with the complex demands of second language classroom."

According to Peasson (1989, p. 154) the challenge in teacher education can be described as follows:

The challenge in teacher education is to enable prospective teachers to take what they have learnt about teaching and to use it on their own in the teaching situations in which they find themselves or, to put this in terms of this work, to engage in practical reasoning as teachers. Teachers must form intentions based on their beliefs as well as changing their beliefs and intentions in the light of experience. To enable teachers to make these changes reasonably is a central concern of teacher education.

2.2 In-service Teacher Education

2.2.1 The Meaning of INSET

The meaning of in-service teacher education is changing and it varies from country to country depending on the level of preparation teachers receive (Villegas-Reamers, 2003). In-service teacher education can be defined in different ways especially based on the purpose and duration of the training.

Long and Reigle (2002, p. 120) for example define in-service teacher education as, "teacher training that occurs after a teacher is certified and employed." Similarly, Durkin (1987, p. 672) defines in-service teacher education as, "the continuing education of teachers after entering employment." To Kirk (1988) in-service teacher education is a large number of activities and programs which are intended to develop teachers' capacity to change.

In defining in-service teacher education Deland-Sheer (1987) claims that in-service teacher education is an intensive training activity which is given to teachers when the teacher's knowledge of a subject matter becomes out-dated or obsolete. He also indicates this type of training is necessary when there is a gap between teacher's present knowledge and existing demands.

In describing in-service teacher education Bloam (1980) as cited in Eruat (1994, p. 730) summarizes as follows:

Those educations and training activities which primary and secondary school teachers and principals engage in following their initial certification and intended mainly or exclusively to improve their professional knowledge, skills and attitudes in order that they can educate children more effectively.

Bloam's definition of in-service teacher education limits itself to primary and secondary school levels. But in reality, in-service teacher education can include all levels of educational structures provided it is on the job training.

Generally, from the above definitions of in-service teacher education, one can understand that in-service teacher education is an educational program which serves teachers to up-date their knowledge, skills and attitudes. It also helps to upgrade teachers' qualifications. The above definitions also indicate activities which are practiced by teachers after their initial certification.

2.2.2 Purposes of INSET

The rapid change in social, political and economic conditions of the world has brought the need for educational change which in turn has brought the need for continuing professional development of teachers. To implement new knowledge, skills and attitudes in the education system, in-service education for teachers is important to personal and professional development (Bradley, Conner and South Worth, 1994). They add that in-service education of teachers is very important at a time of substantial change in schools. They also argue that school development cannot take place without teacher development.

In the same way, Eruat (1995) points out that the purpose of in-service teachers' education is to improve the knowledge, skills and attitudes of teachers in order to educate children effectively.

He further describes that introducing schools to new ideas and approaches is an important purpose of in-service education of teachers.

The new encyclopedia Britannica (2005, p. 8-9) suggests that the need for in-service teachers' education is due to the fact that there are many changes in the world. Therefore, teachers must adjust themselves to new developments in educational technology through in-service teacher education.

Kirk (1988, p. 45) describes the use of in-service education of teachers in more detail:

Initial teacher education, no matter how thorough and systematic, can never hope to prepare comprehensively for all the various demands that are to be encountered throughout a full teaching career. Inevitably, therefore, teachers will require opportunities for professional enrichment for developing their skills and acquiring new ones, for revitalizing the practice of their craft and for keeping abreast of developments in pedagogy and knowledge.

Generally, in-service education of teachers is part of the continuing professional development of teachers which can complement the pre-service education of teachers. The dynamic nature of the teaching profession means teachers must keep abreast of the subject matter they teach, the varied needs of children and the new teaching methods throughout their career by the help of in-service teacher education.

INSET programs take various forms and are designed to fulfill many different functions. For instance, Kveternik (2002, p. 59) divides in-service teacher education into four categories based on the purposes of the program. These are:

- a) In-service education of teachers for unqualified teachers.
- b) In-service education of teachers to upgrade teachers.
- c) In-service education of teachers to prepare for new roles such as principal or teacher education.
- d) In-service education of teachers for the introduction of a new curriculum.

2.2.3 Challenges in an In-service Teacher Education

Behind every in-service teacher education program, there is normally an underlying desire forcing in teaching practice and behaviors of teachers. However, there are various factors which hinder the implementation of in-service teachers' education. Concerning this idea Palmer (1993, p. 163) summarizes as follows:

In teacher training there is often a large gap between what happens in an in-service course and what subsequently happens in the classroom. While objectives may vary as to the purpose of a specific in-service programme (refresher, teacher development, retraining, etc), the actual outcome in terms of change and development in teaching and classroom behaviors may be in radical contrast to the original intention. Of course, most trainers expect, indeed assume, that the 'new' ideas they present will have to be adapted by the teacher before they are ready to be used in a particular context. However, in-service programmes are, by their nature usually intensive, allowing trainers little opportunity to help teachers explore the implications the innovation will have on their previously established classroom routines and behavior and thus adapt it to their particular circumstances. As a result, the full benefit of the in-service programme may not be attained.

Similarly Doff (1987,p. 228) summarizes the challenges with the effectiveness of the in-service courses as:

Obviously, appropriate content and design of the training materials will increase the chances of teachers adopting the new methodology. But, it may be unrealistic to expect even well designed training materials to have immediate effects on teachers' classroom behavior. Indeed, it was a common experience during the implementation of center for developing English language teaching in an in-service training program that new methodology would be accepted and practiced with enthusiasm in the training session but this would have no impact at all on subsequent classroom teaching.

Vivian (1994) also asserts that provision of in-service training by itself is not sufficient to be effective. He argues that giving opportunities for teachers to apply the training in their schoolwork is very important. He concludes that unless the circumstances in the school are conducive for teachers, they may forget to apply the new methods in their actual classroom performance.

According to NourAzmi (1991) as cited in Eraut (1994), innovations fail as the result of personnel's lack of expertise with regards to in-service teacher education and the management of change. He also indicates in-service teachers' education leaders may lack sufficient practical experience of the innovations they are promoting.

Bradley, Conner and South worth, (1994, p. 105) describe the change in teacher as a result of INSET training as:

The relationship between in-service activities and change in a teacher or in a school is problematic. Over the past twenty years there have been more negative research conclusions than positive. For example, we know now that INSET does not necessarily change teachers that individual teachers, or even group of teachers, find it hard to change schools and that schools find it hard to change without bringing about change in their teachers. There is in this situation the potential for a 'Bermuda triangle' in which. INSET effort repeatedly disappears without trace.

As far as they are concerned, short INSET fails because you need a longer period of time if you want to change individuals' attitudes. They conclude that INSET can be, and often is, efficient, but it is not often effective. Bradley (1993) also indicates that it is possible to offer efficient INSET when dealing with national initiatives and a large number of teachers, and to make it effective, considerable contemplation is given to the organizational and structure of the experience and to relating it to the existing context of the school.

As explained above there are many factors which can hinder the implementation of in-service training of teachers as planned. These can be summarized as follows:

- ❖ The intensity of the program which can hinder teacher-trainees from practicing the new ideas.
- ❖ School related factors such as lack of equipment, materials and etc.
- ❖ Lack of experience of personnel to follow up and support teacher trainees to implement the new ideas and so on.

2.2.4 Support of INSET

To make in-service education of teachers effective, there should be continuous support and follow up from the side of personnel. With regard to this view, Guskey (1988) as cited in Anderson (1991) pinpoints that teachers who have participated in in-service training should be

provided with continued support and follow up. He further describes that teachers should be provided with ongoing guidance and direction, classroom assistance and opportunities to interact and share ideas with their colleagues. In the same way, Sercu (1998, p. 255) suggests that:

To bring change to in-service education of teachers, the teacher should be enabled to apply and test theories, him/herself instead of simply training to be able to use readymade recipes. Furthermore, he adds that teachers should be experienced that the innovations require change in their self concept, professional qualifications, attitudes and skills. During in-service education of teachers, teachers also need to start seeing themselves both as trainers and as trainees.

Generally, the support and follow-up which are given to teacher-trainees in in-service teacher education should be focused primarily on developing the experiences of teacher- trainees by giving opportunities to interact and share ideas with colleagues. Teacher trainees should also be given the opportunity to practice the theoretical aspects of the training.

Vespoor (1989) as cited in Careless (2001, p. 109) asserts that teacher training and support are crucial in the preparation of teachers to implement a new curriculum. In a study of change in developing countries, he suggests four elements needed for successful teacher training to support innovation. These are:

- a) Permanent and local available in-service training. Example, through a Cascadian model;
- b) Establishment of effective systems for supervision and support of teachers;
- c) Adjustment of the content of teacher training to the teachers' own level of knowledge and experience; and
- d) Encouragement of teacher motivation and commitment. Example, through improved working conditions or opportunities for professional development.

If teachers are to implement innovation successfully, it is essential that they have a thorough understanding of the principles and practices of the proposed change.

2.2.5 High Performance in an INSET

The meaning of success of an INSET program can be different based on its purposes. It may include the input, the process and the out- comes. But, in most cases the effectiveness of INSET program indicates whether the stated objectives are achieved or not. In describing the effectiveness of in-service program, Bradley, Conner and South Worth (1993, p. 38) summarizes as:

When we ask questions about the effectiveness of in-service experiences we go beyond concern for cost of the enterprise or the efficiency of its delivery and address more fundamental issues related to changes in thinking, values and beliefs of the participating teachers and to the effects of their experiences on the learning opportunities provided for children.

Many factors can contribute for the effective implementation of an INSET program. To be effective in an INSET program, Mooner and Voogt, (2000) argue that the INSET courses should consist of theory, demonstration, practice, feedback and coaching. Wallace (1991) also claims that the effectiveness of the INSET courses mainly depend on a teacher trainee's reflection and practices.

The effectiveness of a program can be seen from different points of view. It can encompass the organization of the inputs, the process and the outcomes. With regard to this point, Yohannes (2006) states that effectiveness of teacher training programs could be studied from different perspectives:

- Inputs and organization of the training
- Teachers' behavioral change
- Students' behaviors' in the classroom
- Students' achievement

Bradley, Conner and South worth (1994, p. 1) suggest that the effectiveness of in-service activities can be influenced by the following factors.

1. The context in which the in-service training takes place and the existing situation for in-service education.
2. The appropriateness of the in-service strategy adopted to suit a particular context.
3. The methodology applied i.e. it should encourage teachers to be reflective practitioners.

Eraut (1995, p. 262) also indicates factors which can determine the effectiveness of an INSET program:

- The role of the leadership in the school level
- Organizational culture at the school level
- The role of external agencies

Similarly, Roes (1997) as in Mooner and Voogt (2000, p. 298), in her research concludes that in order to be effective, the INSET program should consist of the following activities:

- **Presentation and written background:** this means that teachers should be provided with presentation and written background of the courses before they are going to apply the change.
- **Exemplary lesson materials:** teachers should be exposed to examples of how to apply training course in their actual classroom situation.
- **Teachers should carry out exemplary lessons in their own classroom:** teachers need to apply what they have learnt in their training i.e. they should get the opportunity to practice the theoretical aspects of an INSET course.

Follow up and support activities are also considered as important parts of a successful in INSET program. With regard to this view, Guskey (1998) points out those teachers who have participated in in-service training should be provided with continuous support and follow-up. He further describes that teachers should be provided with ongoing guidance and direction, classroom assistance and opportunities to interact and share ideas with their colleagues.

Sercu (1998) suggests that to bring change to INSET, teachers should be given assistance in applying the theoretical aspects of the course. He also argues that teachers have to be aware of the innovations that require changes in their self-concept, professional qualifications, attitudes and skills.

If teachers are to implement innovation successfully, it is essential that they have a thorough understanding of the principles and practices of the proposed change. Moreover, support and follow-up given to teachers are very important means to achieve the desired outcomes in in-service training. Thus, the support and follow-up which are given to teacher-trainees in in-service teacher education should be focused primarily on developing the experience of teacher-trainees by giving them opportunities to interact and share ideas with colleagues. Teacher-



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trainees should also be given the opportunities of practicing the theoretical aspects of the training.

Lamb (1995, p. 72) in his study of "The Consequences of INSET in English Language" concludes the following.

Without subsequent follow-up courses, the effect of the short in-service courses would have been disastrous because the motivation and stimulus (the participants had gained) would soon have been negated by the confusion and frustration they would have suffered in trying to apply all that they had learnt--- within the existing parameters of syllabus, exams, materials, official expectations and class size.

Vivian (1997) explains the purpose of follow-up in INSET is to provide reliable feedback on the adequacy of the program to the stakeholders. Roberts (1998, p. 271) also suggests the need of follow-up in an INSET program because teachers may be confronted and encountered with unpredictable problems in their real situation.

Awareness raising practices are also considered as one crucial factor which can determine the effectiveness of any innovation in an INSET program. According to Ellis (1990, p. 179) awareness rising is intended to:

Develop the trainees' conscious understanding of the principles underlying English as a foreign language (EFL) teaching and/or the practical techniques that teachers can use in different kinds of lessons.

Lamb (1995) claims that there is a strong argument for beginning INSET with awareness raising activities where the participants confront their routine practice and the values it is intended to serve.

Concerning the effectiveness of teacher training (Cullen, 1994) argues that only a few teacher training courses are able to achieve the objective of improving the communicative command of the language and knowledge of it. In-service teacher training courses which fail to take this into account are arguably failing to meet the needs or respond to the wishes of the teachers themselves.

2.3. English as a Foreign Language In-Service Teacher Education

2.3.1 The Need for INSET in EFL

Recently, almost all countries in the world are implementing INSET programs for different purposes. These purposes can be summed up as follows: (Eraut, 1994)

- a) To make educational innovation effective by helping teachers and personnel through INSET programs
 - b) To make educational personnel and teachers aware of new ideas and innovation
 - c) To improve the quality of education and professional development of teachers.
- (p. 730).

The increasing interest to communicate in the world has made English language teaching become more important than ever. This has resulted in the need to train teachers especially English language teachers to implement the new language teaching strategy /communicative language teaching/. In line with this idea, Linguagen and Ensino (2001, p. 1) disclose that, “due to the international nature of the English language, English language teacher training, both pre-service and in-service programs, are being implemented all over the world.”

2.3.2 Components of INSET for EFL

It is obvious that to teach the subject, teachers should have good knowledge of the subject matter, the skills how to teach and a good attitude towards the subject. In teaching English as foreign language, different authors describe the components of English as foreign language teacher training programs in many ways by giving more emphasis to one or more of the components.

Most EFL teacher training programs around the world whether they are pre-service or in-service consist of a methodological/pedagogical component and a linguistic component (Cullen 1994, Bowers, 1987). Cullen (1994) provides more detail with regards to their content:

Teacher training courses in English as a foreign language around the world, at both pre-service and in service levels, usually consist of a fairly predictable set of component parts that is, there will be a methodological /pedagogical skill component in which different methods and techniques for teaching English are explored, and the various classroom skills the trainee needs to teach successfully are discussed and practiced.

To Bowers (1987) the pedagogical component of EFL teacher training program should consist in building a teacher's skills in: classroom management; communicative language teaching; preparation and assessment.

The second component of EFL teacher training programs is a linguistic component. Cullen (1994) describes a linguistic component as being primarily theoretical consisting of English grammar and phonological systems. Similarly, Bowers (1987) says that the linguistic aspects of the EFL teacher training programs consist of competence in language system and use.

Almost all educators agree on the importance/need for both linguistic and pedagogical components in EFL teacher training programs. However, it seems there is no consensus on the question 'which component should be emphasized?' On this idea different authors have different opinions. For instance Bowers (1987) discloses that the training material in EFL teacher training should give more emphasis to the language improvement component. This is because of the fact that language improvement is considered as a base for the methodological aspect of the training.

He summarizes the emphasis as "If the level of English language proficiency of teachers is low, the teachers can't teach in an appropriate way" (p.173).

Linguagen and Ensino (2001) point out that although in most cases the emphasis in in-service English language teaching is the methodological aspect, language proficiency is the most important component of an EFL teacher-training program. They suggest that in-service teacher training programs have to take into consideration the need for improving the language command of their trainees in order to meet their needs and respond to their wishes.

On the other hand, Cullen (1994) indicates that in-service EFL courses, the main emphasis on methodology. He predicts the reason for this is that teacher trainees' proficiency in the language is always taken for granted. Similarly, Lafayette (1933), as cited in Linguagen and Ensino (2001), claims that in EFL teacher training programs, the subject matter is given less attention. This is because knowledge of content seems to be so obvious that there is no need to justify it.

Similarly, Medgyes (1992) also advises that non-native EFL teachers need to improve their command of English in order to be effective in their career. Berry (1990) explains the use of

language improvement in to two ways i.e. to raise the teacher trainees' level of proficiency and to provide effective teaching models in case of change in teaching practices.

In general, it is an undeniable fact that in in-service teacher training programs both components of English as a foreign language are very important. However, to answer the question which component should be emphasized, the course designers should assess the language proficiency of teacher trainees before making any decisions. The assessment can give clues as to which component to emphasize. This means the experiences teacher trainees' have in their pre-service training and in their work life can determine which aspect of the component one should emphasize.

Some authors give equal attention to both pedagogical and linguistic components. For example, Murdoch (1994), Shocker-V., Ditfuth, and Legutke, (2006) suggest that in-service teacher training programs should think more in terms of activities that will help to develop both the pedagogical skills and language competencies. This position is an eclectic approach which can help to strike a balance between the two components in designing the courses.

Teachers' self-confidence is one of the main contributing factors to the effectiveness of the teaching profession. The language proficiency can determine the self-confidence of teachers. Linguagen and Ensino (2001, p. 5) assert "language proficiency is the bedrock of the professional confidence of non-native English teachers." The impact of language proficiency on self-confidence and classroom performance of non-native English teachers can be summarized in general way as follows.

A teacher's confidence in the classroom is undermined by a poor command of the English language. He claims that poor command of the language through lack of use can affect the self-esteem and professional status of the teacher and interfere with simple teaching procedures. Furthermore, it can keep the teacher from fulfilling the pedagogical requirements of a more communicative approach to language teaching (Doff, 1987, p. 89).

From the above, one can summarize that language proficiency is the base for the development of self-confidence of teachers. This means that if a teacher has good command of English language, it is obvious that he/she can develop self-confidence to communicate with his/her students. This in turn develops a teacher's classroom performance. Supporting this idea (Murdoch, 1994) concludes that language ability of teachers can reduce their anxiety. In other words, poor command of language inhibits teachers from applying their knowledge and skills which may reduce make teachers' self-confidence.

Many teacher trainees in in-service training viewed the language improvement component as the most important component in their professional expertise, more than methodological components (Berry, 1990; Murdoch, 1994). This can influence the self-confidence of teacher trainees i.e. if they have good language proficiency; the probability of having self-confidence is high.

Language proficiency of teacher trainees is also very important in applying the communicative approach to English language teaching. According to Cullen (1994) to implement the communicative approach in English language teaching, the teacher training programs should take into consideration the language proficiency of non-native speakers of English teachers, to serve this purpose, he introduces an in-service teacher training model which combines both linguistic and pedagogical components.

2.4 Experiences of other Countries in an INSET for EFL

“Due to the international nature of English language, English language teacher (ELT) training programs are being implemented all over the world through pre-and in-service programs” (Linguagen and Ensino 2001, p. 1). For instance, according to Cortazz and Jin (1996, p. 5) in China, Universities and Colleges are offering in-service courses for English teachers which basically place more emphasis on the methodological aspect.

Similarly, Ehlers and Lengutke (1988, p. 12) conclude that:

Issues and practices in an in-service teacher development and training for second language teachers have received growing attention in Anglo American, Australian and Scandinavian contexts.

There are also similar practices in different parts of the world such as in Egypt, Poland, Indonesia, Japan (Bowers, 1987; Berry, 1990; Lamb, 1995 and Pacek, 1996). Although there are

many in-service activities which are being practiced to improve English language throughout the world, many theories and research findings indicate that the results are not promising.

Supporting this idea Bradley, Conner and Southworth (1994, p. 234) claim that, “over the past two decades there have been more negative research conclusions than positive about INSET program.” Ingulsrud (1996) also points out that the effectiveness of conventional in-service programs, as a means of improving classroom teaching is questionable. He suggests that the problems arise from the inability of the in-service programs to adapt theories to contextual factors.

Many research findings in different countries concerning the effectiveness of the INSET programs particularly in English language conclude that the impact of INSET on English language teachers was not successful. For instance, Pacek (1996) in his study of post evaluation of an INSET program for Japanese secondary school teachers of English found that the communicative approach introduced in the course was not implemented by a number of the participants because of the difference between British and Japanese educational and cultural traditions.

Similarly, in Indonesia, Lamb (1995) in his study of “The consequences of INSET on English Language Teachers” found that many participants felt confused and frustrated because of an inability to apply the new ideas within the existing parameters of syllabus, examinations and other practical constraints. In Egypt, Bowers (1987) also found out that the center for English language teaching was not adequate.

Generally, to implement any innovation in in-service programs in and English language in-service programs in particular, there is a need for caution. Hence, one can learn a lot from the experiences of the countries mentioned above in implementing innovation in English as a foreign language. It seems that many of the problems in implementing innovation arise from the teacher trainees’ lack of competence. Therefore, INSET courses particularly in English as a foreign language should focus on both linguistic and pedagogical components. The methodology should also make the adult learners active participants. This will give them the chance to be reflective in their career.

2.5 The State of English Language in Ethiopia

The start of English language as a subject of study and medium of instruction in Ethiopia dates back to the beginning of modern education in the country. Since this time, it has been used as a subject of study and as medium of instruction. Recently, it is used as a subject of study from grade one and as a medium of instruction from grade nine onwards.

Even though English has been used for many years in the Ethiopian Education System, it not of a sufficient level to be used as a subject for communication. Taye (2008, p. 181) says that the state of English in Ethiopia schools is poor. Tekeste (1990) as cited in Taye (2008, p. 182) claims that the English language competence of teachers had decreased recently. Similarly, Stoddart (1986) as in Taye (2008, p. 56) also comments on the state of English in Ethiopian school systems:

The English possessed by the vast majority of students as the level in the secondary school is totally inadequate for the purpose of learning other subjects through it. Students don't possess sufficient English even to understand what they hear from their teachers or read in their textbooks, let alone to participate actively through their own speaking and writing.

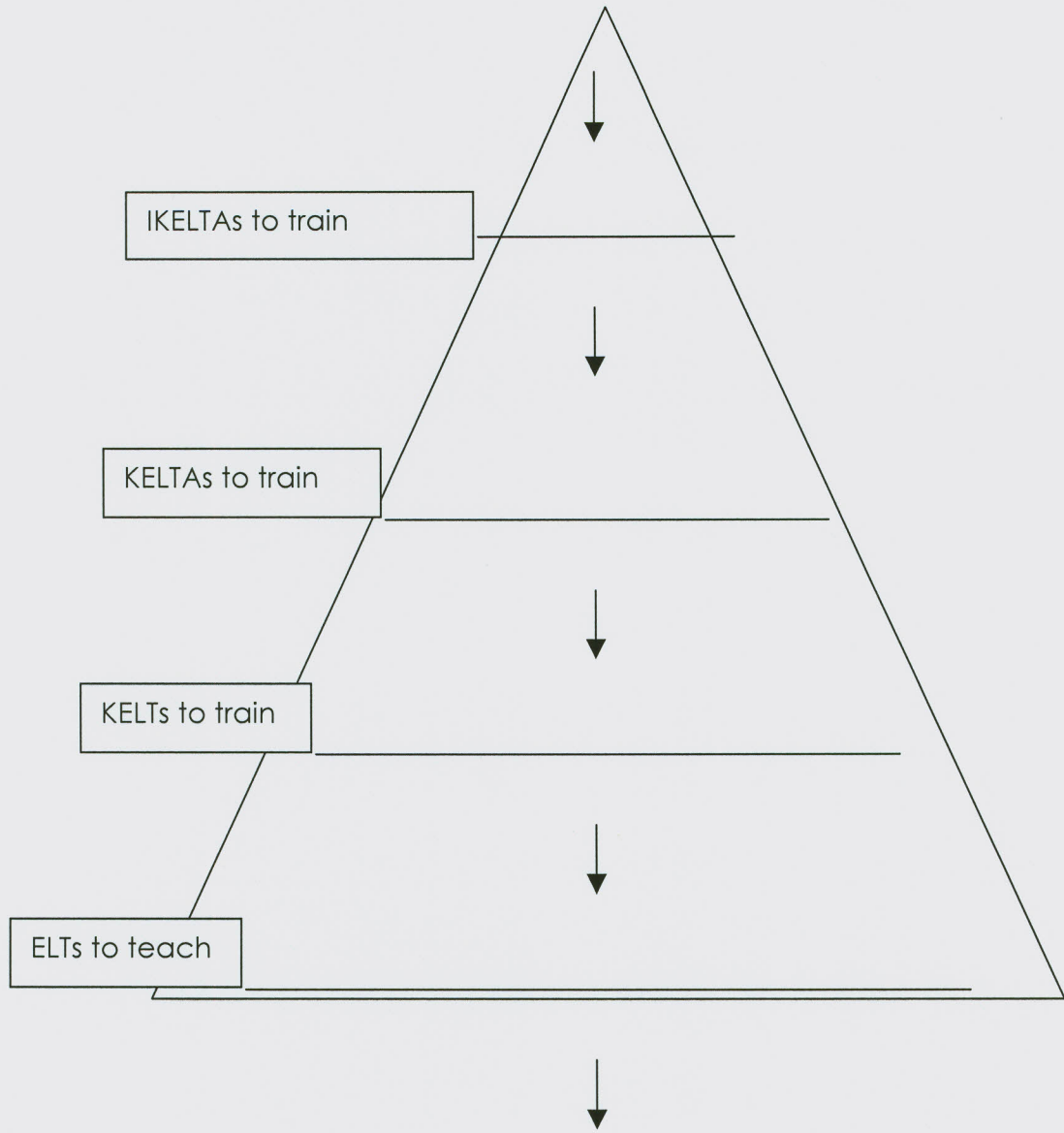
Ahmed, Almaz and Altshul (2005) state that a communicative approach is encouraged in the teaching of English in schools; however, the language proficiency of students and teachers throughout the country is not yet at a satisfactory level. To this end, the feasibility study was made in 2002 and came with a recommendation to establish of a short-term pilot program. The pilot program started in August 2002 with the development of materials and training of staff. MOE decided to address the issues mentioned in the pilot evaluation report and started ELIP after that. According to MOE (2005), ELIP training is part of continuous professional development and contributes towards improving the quality of teaching by raising language proficiency of teachers. ELIP started in July 2003 aiming at the same target group as the pilot, with face-to-face of the second edition of the materials.

The MOE (2005, p. 2) has also explained the present situation of English language in Ethiopia in the following way.

With the new Education and Training Policy of Ethiopia, it was hoped that the standard of English would improve rapidly a long side an expansion of education and educational opportunity in the country. Unfortunately, this proved not to be the case. Consequently, there has been a decline of the English language proficiency level of teachers.

Since English language is used as both subject matter and medium of instruction in Ethiopian schools, English language proficiency is an important factor for all teachers in Ethiopia. Nevertheless, Flink and Martinson (2005,p. 5) state that, “During a period of time there has been a decline of the English language proficiency level of teachers: this is why it was decided by MOE to develop a program aiming at improving the teachers` competence of using English.”

Ahmed, Almaz and Altshul (2005) indicate that ELIP training uses the cascade model to train large number of teachers in a short period of time. As such in the first court, there were six IKELTAs to train fifty-six KELTAs. These in turn trained 783 KELTs who trained 12,040 ELTs. The cascade model is shown in diagram as follows.



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ELIP has a 200-hour training program within three consecutive phases. These are: the first face-to-face phase, the distance phase, and the second face-to-face phases. In the case of both face-to-face phases, the Reflective Communicative Approach to language teaching was practiced.

The training typically begins with warm-up activities followed by discussion like brainstorming on a topic and then by reading and/or listening activities. Lastly, speaking and writing activities will follow, usually in groups. Each member of the group is encouraged to practice actively in all activities and finally to reflect on what he/she has acquired. In the distance phase, based on specially designed booklets and cassettes, the trainees are expected to implement their first training. Then, they should meet with their tutors at tutorial sessions for thirty hours (five days, six hours each day) to discuss and solve the problems they faced during their distance study and their teaching (Ibid).

Phases, booklets and the timing of the ELIP training are shown as follows.

Phase/Block	Booklets revised in 2003	Time of the Training
The first face-to-face phase	Booklet I + Cassette 1	60 hours (5 hours per day for 12 days)
The distance phase	Booklet II+ Cassette 2	80 hours (50 hours individual practice and 30 hours face-to-face tutorial session)
The second face-to-face phase	Booklet III + Cassette 3	60 hours (5 hours per day for 12 days)

Source: An evaluative study of attitudes of teachers who have completed 200 hours of training in the ELIP to improve their English (Ahmed, Almaz, and Altshul 2005).

Some studies which have been made so far on ELIP as an in-service training in Ethiopia identify that teachers have positive attitude towards the ELIP and there are some improvements in the confidence of teachers in using English language in the classroom (Ahmed, Almaz and Altshul 2005). On the other hand, the survey study which was carried out on the impact of ELIP by Flink and Martinsson (2005, p. 11) discloses that:

English is not to a very high degree used as a medium of instruction, not even in grade 8 and upward. The impact of the program has shown only a few signs of increase in English proficiency: especially sparse are those signs in the classrooms. No quality increase was observed.

Here, it seems that attitudes of teachers who have participated in ELIP training are changed whereas the classroom performance of teachers has not been changed as intended. This implies that changing the existing practice of teachers needs continuous support and follow-up.

2.6. Classroom Observation

What is observation? Although the term observation suggests watching what happens, it also includes listening. Observation data are often in the form of examples of what people have said. According to Robson. C. (2002), observation is probably the most effective way to see what people do and to hear what they say. Teachers may gain more accurate information by watching students than by asking them. Robson identifies possibly the two main types of observation but there are many examples in-between. In participant observation, the observer has a role in the observed group – a tutor, for example, may observe a group of students. Participation can be at different levels and, while this may not seem to be an objective approach, it is a good case for observation with a ‘scientific attitude, that is, it will be carried out systematically, skeptically and ethically. A detached observer will carry out structured observation. It is difficult to think how this might be possible without perhaps two-way mirrors or secret recording systems.

Validity and reliability in observation It is important that observation is as objective as possible and observers need to be aware of their own interests and biases so that the information gained is as valid and reliable as possible and not selected to prove a point. Observers usually keep on-the-spot notes to complement an observation schedule so that any additional or unusual events can be noted. ‘Field notes’ are usually written after an observation and the advice is to do this at the earliest possible moment so that memories of what happened are as fresh as possible. Robson suggests that you should ‘never embark on a second observation session until you are sure you have sorted out your notes for the first one.’

Reliability of observation will come from observer consistency. Observers must ensure that they make similar decisions about similar events on different occasions. They must also make the same decisions about the same events if they see or hear them again; say on video or audio tape. Ideally, more than one observer should be involved in looking at the same events, at least in

initial practice sessions, so that there can be agreement on what is going on and how it is to be coded (<http://www.commmnet.edu/>).

2.6.1. Advantages of observation as a method

- Can give rich information and unexpected results- suggesting new avenues for future research
- A picture is provided of real life naturalistic setting
- Researcher intrudes very little into situation
- This method tells us not only what is going on but also who is involved, when and where things happen
- It can illuminate processes and examine causality, suggesting why things happen as they do in certain settings
- Gives access to non-verbal cues and phenomena not amenable to experimentation
- Situations not replicable in laboratory can be examined (weddings, behaviors in bars)
- Chronology of events can be taken into account; continuities over time can be looked at
- Observational techniques are useful when you want to study quickly changing social situations (<http://www.commmnet.edu/>).

2.6.2. Disadvantages of Observational Method

- Results can be very subjective
- Reactivity of the observer on the situation (difficult to stand back from the process that one is part of)
- Reduction of behavior to artificially isolated units
- Provides meaningless data,
- Richness of data is lost,
- Social meaning not taken into account.
- The “why” may be poorly formulated
- The “who” may be poor sample
- Cultural differences taken into account?
- Observation too short or too long?

- Internal validity (problems with what is recorded)
- Time consuming and labor-intensive (<http://www.commnet.edu/>)

Langer (1978), "for a lot of time in social interaction we do not behave in a thoughtful fashion, but rather act 'mindlessly.'" Hence, we could end up with crystallized 'reality' rather than a reflection of the messy nature of things as they really are... Lofland (1971) in <http://www.commnet.edu> exclaimed that "observation is the most penetrating of strategies, the most close and telling mode of gathering information".

Classroom observations only occur in classes that both the faculty member and the chair have agreed upon. Also pre-arrange the debriefing time. This practice ensures that chairs see faculty members at their best and that student learning is not interrupted as they exit.

The faculty member should have a place prepared for the chair to sit with course syllabus and handouts for the day, textbook, and/or any other materials that would assist the chair in understanding goals/objectives of this particular class. The chair should be introduced as a visitor who is interested in the process of teaching. The chair should try to stay the entire class period.

Debriefing occurs at the pre-arranged time. it is always productive to let the faculty member begin with personal impressions of the class, both positives and concerns. The chair can build on their impressions with observations and suggestions. Suggestions are always that, just suggestions: One strategy to uphold the faculty member's professionalism is to try to frame the suggestions as questions that Game to mind while observing. For example, "I also noticed that the groups seemed slow in getting started on the case study. I wondered if giving each group a different part of the ease study to discuss would have helped them focus earlier. Maybe giving them a time limit would help to keep everyone focused." If the faculty member responds that they have already tried that, or gives a reason for not implementing the suggestion, that is O.K. The goal of this experience is to help the faculty member process his/her teaching effectiveness. Learning to teach effectively is a never-ending process and "ah-ha" moments come at many different times.

The chair should have the written observation typed and ready to give a copy to the faculty member. The faculty member gets a copy and the chair keeps a copy. The chair may want to add to the document as the faculty member responds to specific suggestions.

Another nice touch is for the chair to articulate how observing the faculty member's class has added to the chair's understanding of effective teaching.

2.6.3. Teacher's Personality

Teachers have different roles in the classroom. Their roles can change from one activity to another based on the effectiveness of the teachers. As to Harmer (2001) all the roles of teachers "aim to facilitate the students' progress in one way or another". Teachers according to Harmer are controllers, organizers, assessors, prompters, participants, resources, tutors and observers.

Apart from the roles teachers play, they can also be teaching aids especially where there are no resources to make teaching aids. Teachers mime and show gestures in the classroom and this can be counted as a teaching aid in the classroom. Teachers should also make use of teaching aids from locally available resources.

2.6.4. Classroom Management

Teachers manage their students in the classroom by grouping them into groups and pairs. The grouping techniques differ based on our purpose of grouping the students. Whole grouping is one way of grouping the class. Williams and Burden (1997) as cited in Harmer (2001.p.114) expressed that whole grouping reinforces a sense of belonging among the group members. This grouping technique has also its own weaknesses. It focuses only on group than individuals. It also discourages learner autonomy (Harmer 2001).

CHAPTER THREE: METHODOLOGY

3.1. Design of the Study

The purpose of this study is to examine the performance of English language teachers after they have taken an ELIP training program as part of an in-service course in two selected second cycle primary schools in the city of Jimma. For this purpose, the study uses both quantitative and qualitative case study design methods as a way of obtaining first hand and in-depth information from the respondents.

Solomon (2003, p. 8) describes that qualitative case study can show a detailed amount of phenomenon and also suggests that it provides an intensive, holistic description.

3.2. Subjects of the Study

The subjects of this study were ten English language teachers of the two selected schools, as well as their supervisors and directors. Ten English language teachers who have received the training were randomly selected using simple random sampling. Two school supervisors were also chosen according to the availability sampling method.

3.3. Data Gathering Instruments

The appropriate choice of data gathering instruments is very crucial in order to get reliable, valid information from the respondents. In qualitative research methods, there is no one, final or superior instrument to use to gather information but, rather, a number of various instruments should be used (Solomon, 2004, p. 6). Thus, this study involved classroom observation, interviews and focus group discussions as instruments of data collection.

3.3.1. Classroom Observation

Classroom observation is useful when observing the behavior of individuals in a natural setting. For instance, the classroom behavior of teachers can easily be observed while they are conducting the teaching-learning process and, therefore, if the observation process involved is well prepared and well managed, there is a good chance to get reliable, valid information. Wamahiu and Karugu (1995, as cited in Assefa 2005, p. 26,) indicate that observation is a more appropriate method in qualitative case study as the researcher's sense organs are the key instruments necessary for collecting data.

3.3.2. Interviews

Interviewing is an appropriate method for gathering detailed information from informants about the success of ELIP training. Best and Kahn (1989, p. 201) state that “With a skillful interviewer, the interview is often superior to other data gathering devices because people are usually more willing to talk than to write.”

3.3.3. Focus Group Discussions

Having discussions with more than two participants normally encourages those taking part to generate ideas and to make an exhaustive argument within the group. Regarding this, Bulmer (1969, as cited in Flick 2002), suggests the following:

A small number of individuals, brought together as a discussion or resource group, are more valuable many times over than any representative sample. Such a group, discussing collectively their sphere of life and probing into it as they meet one another's disagreements, will do more to lift the veils covering the sphere of life than any other device that I know of (p. 114).

This study used focus group discussion to gather data because it is crucial to obtain strong, well-discussed and useful information which guaranteed the reliability of the work. In addition to this, focus group discussion assisted to understand issues which lead to agreement and variations among the members of the group.

3.4. Procedures of Data Collection

This study employed three types of data gathering instruments: interviews, classroom observation and focus group discussions.

The interviews were conducted with ten English language teachers and two directors and two supervisors from the selected schools. The researcher prepared semi-structured interview questions in accordance with the objectives of the study and, furthermore, his questions were related to the respondents' responsibilities in the ELIP training.

Classroom observation was conducted in all the sample classrooms. Each classroom was observed twice, giving attention to the productive and receptive skills of the language. In addition to this, teachers' teaching skills such as classroom management, students' participation

and teachers' lesson planning skills were observed. The researcher prepared and used structured observation format in order to get detail information about the teaching/learning process.

Focus group discussions were also held with groups of teachers, directors, supervisors and students. The researcher talked to the school administration, arranged suitable times for discussion and prepared a guideline based on the ELIP training objectives. The researcher further encouraged the participants involved to raise questions and give answers among themselves using exclusively the English language except the students who expressed themselves in Afan Oromo and Amharic.

3.5. Methods of Data Analysis

The researcher examined all the data gathered from interviews, classroom observation and focus group discussions with great care and transcribed it accordingly. The data was then coded and categorized according to its similarity with other data and then summarized in words. Finally, it was grouped and analyzed using both quantitative and qualitative description. Quantitative was used for the classroom observation and qualitative for all the tools mentioned above.

CHAPTER FOUR: DATA ANALYSIS AND INTERPRETATION

In this chapter an attempt is made to analyze and interpret the data obtained through classroom observation, interview and focus group discussion. The chapter has five main sections: analysis of data obtained through classroom observation, analysis of teachers' interview responses, analysis of directors' interview responses, analysis of supervisors' interview responses and analysis of information gathered from focus group discussion.

4.1 Analysis of Classroom Observation

As it is mentioned in chapter three of this research, ten teachers, five from Hibret and five from Mendera primary schools who are teaching in the second cycle were observed while they were delivering their time-tabled teaching. All the teachers had taken ELIP training seven years ago. Each of the teachers was observed twice and the results are found below.

All the classes were observed twice. In the first observation, the teachers were a bit frustrated and the result of the first observation was not fully considered for the research. The researcher observed the teachers the second time and the analysis below is the combination of the two observations.

4.1.1 General Information about the teachers

Table1: General Information of the Subjects.

NO	Item	Frequency	
1	Qualification	Diploma	8
		First degree	2
		Second degree and above	-
		Total	10
2	Area of qualification	English major	8
		English minor	1
		Others	1
		Total	10
3	Service years in teaching English	1-4 years	-
		5-9 years	-
		10 and above	10

Regarding their qualifications, as it can be seen from Table 1 above, 8 of the teachers were diploma holders and only 2 of them were 1st degree holders of whom one was teaching English, English being her minor course during her study. In relation to area of qualification, 8 of them were graduates majoring in English whereas 1 of them graduated with English as a minor and 1 had no connection to English at all. When their teaching experience is considered, all of the teachers have taught English language for more than ten years.

From the data above, it can be concluded that 9 out of the 10 of the teachers under study met the minimum qualification required for teaching in Ethiopian primary schools second cycle (5-8). But, as far as the subject of the qualification is concerned, one of the teachers graduated in Amharic with only a minor in English and one of them was teaching English only by experience which might perhaps have affected the teacher's performance. The teachers under study have ample experience in teaching English language.

4.1.2 Lesson Planning

Lesson planning is one of the objectives of ELIP in which teachers' skill of how to write lesson plans and the rationale for lesson plans is evaluated. To this effect, then, this part of the observation checklist was designed and the data gathered from the observation is presented in Table 2 below.

Table 2. Lesson plan skills of the teachers

No	Item	Frequency	
		Yes	No
1	Is the aim of the lesson clear?	5	5
2	Are language skills set for the presentation stage integrated?	6	2
3	Is the approach designed in the lesson student-centered?	8	2
4	Are there any warm-up activities?	-	10
5	If the answer to question 4 above is yes, is it related to the context of the specific topic?	-	-

The researcher observed daily lesson plans of all the subjects (teachers). As Table two above indicates, the aim of the lesson plan of five teachers was clearly stated and of the remaining five seemed vague though they said it was clear to them.

In relation to planning for language integration, 6 of the teachers set their lesson for two or more than two skills in a topic. Whereas the remaining 4 teachers covered only one skill i.e. three of them for reading skills and one for speaking skills but in reality they used more than one skill while teaching the actual lesson. The last teacher who planned for speaking skills actually taught listening, reading and writing skills in addition to the one he planned for. The approach of their lesson also took into account the participation of students. Therefore, all the subjects set their lesson plan considering the student-centered approach though they dominated their students by talking too much in the class.

No teacher among the ten subjects of the study planned to use warmers in their lesson. As a result, the researcher couldn't talk about the appropriacy of the warm-up activity with the specific topic.

In responding to this item, it is quite revealing to see from Table 2 above that almost all of the teachers understood the role of their students and set their lesson plan by taking into consideration the student- centered approach. But, all of them had forgotten the role of warm-up activities in their classrooms despite the value ELIP training manuals give to these activities. Therefore, the teachers' performance after the ELLP training should have included the clarity of their lesson planning as well as the use of warm-up activities.

4.1.3 Classroom Techniques Used

The ELIP training gives due attention to different techniques employed by teachers in their classrooms. The following classroom observation checklist was designed to find out the techniques used by the teachers in their classrooms.

Table 3: Analysis of classroom techniques used by teachers

no	Item		Frequency
1	More time allotted for the period is used by	Teacher	3
		Student	4
		Balanced	3
2	Activities are done in the classroom	Individually	-
		In groups	8
		In pairs	2
		Others, if any	-
3	The teaching process in the classroom is	Inductive	2
		Deductive	4
		Combination	4
4	Distribution of questions and answers depends on	Fast learners	
		Slow learners	2
		medium learners	-

		Evenly distributed	-
5	Correcting mechanism used in the classroom is	Self correction	-
		Teacher's correction	100
		Peer correction	-
		No correction at all	-
6	The methodology benefits learners who are	Visual	-
		Kinesthetic	-
		Oral	-
		All	8

According to Table three above 3 of the teachers spent more time speaking and using the language than the students; the same figure 3 spoke as much as students and 4 of them gave more time to their students to use the language.

In replying to item 2, 8 of the teachers made their students do classroom activities in groups and the remaining 2 made them do activities in pairs. None of the teachers gave any of the classroom activities to his/her students to do individually.

Concerning the teaching and learning process in the classroom, nearly half of the teachers 4 used a deductive way in teacher begin a lesson with explanation of concepts and nearly half of them i.e. 4 used both deductive and inductive ways. Only 2 of the teachers used an inductive approach in which the teacher began the lesson with practical examples of the topic of the lesson. The students look at the example and started to produce similar kinds of examples and generalize rules from the activities they did, which was assumed to be the best approach to the level. Due to this reason, all the teachers made fast learners who always raise their hands and answer questions.

In a program aired on British television, a government inspector commented on this and claimed that the "hands up if you know the answer" approach is detrimental to the teaching and learning process. He argued that it is better to target individuals and encourage students to make mistakes

and learn from them. He introduced a card system whereby teacher had cards with all the students' names on and would pull one out of an envelope and direct a question at that child. Although more able students were frustrated at first, the study revealed that more learners progressed, as there was room for discussion and experimentation. Also, the "silent learners" were no longer silent and were included in the lesson.

From this we can conclude that the issue of doing activities with fast learners ignoring slow learners is global problem. But it seems that the teachers I observed knows that they should begin with specific examples and help learners generalize rules at the end though they did not put them into practice considering it time taking and challenging.

When item 5 above in Table three is observed, the only method of correction used in the classroom was teacher correction. All the 10 teachers corrected the students themselves. This in turn may lead to lack of confidence on the part of the slow learners in using the language for their daily life and other academic subjects.

The methodology used by the teachers, as the above table indicates, benefited the visual, auditory and kinesthetic learners because 10 of the teachers wrote on the blackboard, read it to them and also discussed the topics orally with their students.

4.1.4 Language Control

The following checklist was used to observe how the teacher used the language vis-à-vis the specific students in the classroom.

Table 4. Analysis of language control of the teachers

No	Item		
		yes	no
1	Are teacher's instructions clear?	7	3
2	Does the teacher repeat instructions?	8	2

3	Does the teacher ask appropriate questions in relation to students' age level and interest?	6	4
4	Does the class understand questions?	6	4
5.	Do the students use English while doing group work and pair work?	-	10

Table 4 above demonstrates that 7 of the teachers made their instructions clear, more of them 8 repeated their instructions, and 6 asked appropriate questions and made their class understand their questions. On the other hand, 3 of the teacher's instructions were not clear, 2 of them didn't repeat instructions, and 4 didn't consider their students' age level or interest and hence their class didn't understand their instructions.

In the same Table item 5, the students in all the 10 sections observed did not use English while they were doing group works and pair work. Rather they were using their mother tongue (Afan Oromo and Amharic) for the group and pair discussion.

As can be observed from table 4 above, seven of the teachers most of the teachers (7) had good language control and managed to get their students to understand their instructions. But, the remaining three teachers three still need to revise the objectives of the ELIP training they had taken if they expect themselves to be competent teachers. Likewise, all the teachers (subjects of the study) should help their students use the target language in performing group and pair work.

4.1.5 Use of Aids in the Classroom

It is known that using teaching aids in the classroom adds life to our teaching and learning process. For that matter one of the objectives of the ELIP training is also to help teachers use related teaching aids in the classroom. Therefore, the following checklist was designed to find out whether primary school second cycle teachers use teaching aids or not.

Table 5: Analysis of Teachers' use of Aids in the classroom

No	Item	Yes	No
		10	-
2	Is the teachers' hand writing clear and visible?	10	-
3	Do the teachers use other instructional materials - flashcards, flipcharts, posters and the kike besides textbooks?	-	10

As can be observed from Table 5 above, all the subjects used blackboard effectively and their handwriting was also clear and visible. This implies that they had awareness of the ELIP training and the use of teaching aids. On the other hand, 10 of the teachers did not use other teaching aids in addition to their textbooks. As teaching aids make our lesson clear and interesting and the ELIP training highly recommends the use of teaching aids, all the teachers have to think of appropriate teaching aids in relation to their specific topic. Their awareness of the importance of teaching aids is not enough to make classroom conducive environment. They should make use of different kinds of teaching aids which make their lesson attractive and motivating.

4.1.6 Classroom climate /Management/

The following checklist was designed to find out what the classroom atmosphere is like or to what extent the teacher manages his/ her classroom while teaching. All the ten teachers were observed twice and their skill in managing the class is given below with its descriptions.

Table 6: Analysis of Teacher's classroom management

No	Item		Frequen cy
1	The teachers acts in the classroom as	Guide	4
		Manager	-
		Teacher	6
		All	-
2	Number of students volunteering for activities	No	-
		some	10
		Few	-
		All	-
3	Sitting arrangement of students in the class	Straight row	-
		In circle	10
		Other if any	-
4	Is there adequate space for movement between students and monitor activities?	Yes	10
		No	-
5	Does the teacher go round to motivate the students and monitor activities?	Yes	10
		No	-
6	Are all the students active during the class	Yes	-
		No	10
7	Are students praised?	Yes	10
		No	-

Table 6 above is the teachers' classroom management skills. As it is observed in the Table, 6 of the subjects were observed as teachers of language delivering knowledge to their students but 4 of them acted as guides helping their students to perform activities as intended.

In the same Table item no 2, in all observed classes, some students were volunteering for classroom activities. In all the 10 classes observed, some of the students in the class were participating in activities by raising their hands. There were students who did not raise their hands in both observations. This students' need the teachers push to interact in the classroom activities. Therefore the teachers have to encourage and support all the students to perform activities voluntarily. The teacher has to work towards involving all the students in the classroom.

Item no 3 is about the sitting arrangement of the students. All the 10 subjects made their students sit in circles which in turn enhances group work. There was also adequate space for movement in all the observed sections and hence 10 teachers had the chance to go round and motivate their students. That was what they did while the researcher observed the whole sections.

In the same Table above, student's participation in activities was observed. Out of the ten teachers observed, in none of the sections was all the students' actively participating. But this does not mean that there were no active participations in all the sections. There were participations in all the sections, but all the students were not actively participating. It unusual that all students in a section actively participate in lessons everywhere.

Concerning praise, 10 of the teachers gave oral praise to their students though the types of praise they used were different. Some of them used the expression "well done", some used "excellent", and some "very good".

Generally, the table reveals that classroom management of the teachers was almost good except for the 1st item which tried to examine how the teachers act in the classroom. For the 1st item, 6 teachers should read the role of teachers in the ELIP training which says teachers should facilitate the teaching learning process in the class and act accordingly. Likewise, all the subjects should motivate and initiate their students to be active during the class.

4.1.7 Teacher's Personality

The personality of teachers has a paramount influence on the students' learning. It can affect the learning of the students either positively or negatively. In the following table, therefore, the checklist was designed to find out the personality of the teachers while they were in their actual classroom teaching.

Table 7: Analysis of Teachers' Personality

No	Item	yes	no
		10	-
2	Does the teacher make clear the learning objectives to the students?	-	10
3	Does the teacher encourage students to become more active participants?	8	2
4	Is the teacher punctual?	10	-
5	Can the teacher be a good model in their personality for the students?	10	-

Table 7 above shows that 10 of the teachers were friendly to their students but no teacher made the learning objectives clear to his/ her students. Therefore, 10 of them should be aware of the advantage of clarifying learning objectives to students and act accordingly.

As it can be observed from item 3, 8 of the teachers encouraged their students to be active participants but 2 of the teachers still didn't encourage their students. Rather they simply kept their pace with active students.

In item 4, 10 of the teachers were punctual for their class and likewise 10 of them were good in their clothing, hence they are good models for their students in these two personality aspects.



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Generally, the Table reveals that almost all the subjects under study had a good personality in being friendly to the learners, encouraging them to actively participate in activities and punctuality which in turn played a great role in their language teaching. This does not mean that they are good models in all aspects of teaching. They should work harder to be model in communicating objectives to learners, using teaching aids in the classroom and others.

4.1.8 Classroom Evaluation

Classroom evaluation is one aspect of the teaching and learning process where both the teacher and the students participate for effective achievement of learning goals. Thus, the following checklist was designed to find out how teachers evaluate their language classrooms.

Table 8: Analysis of Teachers' classroom Evaluation

No	Item	yes	no
1	Teacher asks questions, gives group work and exercises for students.	10	-
2	Teacher follows up students' participation and activities	10	-
3	Teacher elicits response from learners instead of supplying answers.	-	10
4	Teacher evaluates students' group cooperation	10	-
5	Teacher checks and gives constructive feedback to students' work.	10	-

Table 8 above shows that 10 of the teachers asked questions and gave group work and exercise to their students and at the same time they followed up students' participation and activities.

As it can be observed in the table above, none of the teachers elicited response from learners, rather they are used to supplying the correct answer when their students missed the right answer for a given question or activity.

On the other hand, 10 of the teachers are used to evaluating students' group cooperation and also all of them checked and gave constructive feedback to their students' and their work though all the corrections were from teachers alone. The quality lacking from all the subjects of the study was eliciting responses from learners and giving them a chance for self and peer corrections.

Generally the table reveals that teachers' skill of classroom evaluation has improved as a result the ELIP training because classroom evaluation was one aspect of the training. The weakness teachers have here is on the error correction mechanisms. Teachers should have devised a mechanism in which students correct their mistakes by themselves and/or correct or corrected by their peers.

4.2. Analysis of Interview Responses

4.2.1. Analysis of Teachers' Interview Responses

To crosscheck the results of the observation, all the ten teachers (subjects of the study), who were observed while teaching English from grades 5—8 in the two selected schools, were interviewed. As is mentioned in the analysis of the observation checklist, only two of these interviewees are qualified up to first degree level and the remaining eight teachers are diploma holders from recognized state colleges. The teaching experiences of these teachers are between 17 and 40 years. Their responses are organized and summarized into five main parts as follows based on the interview guide, which is prepared in line with the objectives of ELIP.

4.2.1.1 .The Improvements after ELIP training

All the participants replied that they feel they have progressed a lot as a result of the 120 hours face-to-face and 200 hours distance trainings for ELIP. They were aware of the objectives of the ELIP training. They argued that the ELIP training had a positive impact on their behavior and

classroom performance. They all believe that their proficiency increased due to the training, especially speaking skills. Some respondents also indicated that their listening and writing skills had also improved, although the main focus of the trainers was spoken English, after they had taken the ELIP training. One of my interviewees, *I1*, confirmed this idea. His ideas are paraphrased below:

He showed good progress in two of the language skills namely speaking and listening after he had taken the ELIP training. Before the training, there was a fear of speaking English in front of people, but now the training has helped him to speak, even with foreigners without any fear. He said he is listening to the BBC, VOA and other medias and understands the message. But, in his opinion, the reading and writing skills were not given much focus in the ELIP training they had taken. This is because less attention was given to reading and writing by their trainers too (December 12, 2011).

I2, another interviewee, also acknowledged that the ELIP training had a positive impact on her English language skills. She confirmed that:

The training given to them within fifteen days helped her develop the necessary spoken language skills to freely express herself both inside and outside the classroom. She said that she has got the English she needs for teaching and managing classes. She has also improved her writing skills and speaking skills because of the strategies the trainers used. In particular, participants were encouraged to utilize their skills to tell, write and listen to stories during the training. But she feels that the main focus of the training was developing the trainees' spoken language. Generally, she has improved her listening, speaking and writing skills as a result of the ELIP training (December 12, 2011)

I2's response indicates that there is an improvement in speaking, writing and listening skills because of the ELIP training. She still claimed that less attention was given to the reading skill by the trainers. *Woldu* also asserted that speaking and listening were given more attention than the other skills.

This shows that there was an improvement in fluency of the language. My classroom observation also supported this claim that teachers' confidence and willingness to speak the target language had improved. In observations, I saw that teachers were able to give instructions confidently, explain ideas and ask and answer questions using the target language.

Another interviewee, I3, described the effect of ELIP training on his own and his colleagues' performance as follows:

I3 remembers the situation he faced before the training. At the beginning of the training, most of the trainees including him never said or wrote a word confidently, but after some time they started speaking and expressing themselves and communicating with each other. At the end of the training they could express their life experiences through speaking and writing freely (December 13, 2011)

In general, all the respondents explained that their speaking skill had improved more than the other three skills because of the ELIP training. Of course, this might be due to the nature of speaking skills i.e. it is easier to evaluate than the other skills. However, it should be noted that all the four skills were given due attention in the ELIP. Thus teachers should be given chance to practice and develop the four skills to be effective in their classroom performance.

4.2.1.2. Improvement in confidence

All the interviewees were in agreement about their self-confidence having improved; they felt they are now able to use English to express themselves both inside and outside the classroom with relative ease. They said that the ELIP training they had taken has given them confidence in using English freely for communication purposes. They confirmed that the main reason for this improvement is the input they got from their trainers and the opportunity they had to practice during the training. In developing this idea, one of my interviewees, I4, notes the following:

He claimed that he was afraid of talking in English with others before he took the ELIP training, but now he isn't scared of making mistakes in speaking. He said he uses the language just for communication purposes and gets his message across effectively. He doesn't let accuracy concerns hinder his communication. So, the ELIP training increased his self-confidence and that has affects what happens in his classroom with his students. He advises his students not to strictly follow grammar rules while speaking and his students are also trying to communicate with him confidently. (December 13, 2011).

This reveals that the ELIP training has improved I4's self-confidence in using English for communication purposes. He also encourages his students to use English for this purpose. As English is an international language and ELIPs focus is on improving the level of English in Ethiopia, it is hoped that all teachers can bring about a change in students' behavior.

However, I4's view appears to undermine the value of grammar in the language. Researchers believe that grammar is an important part in language but it should not be at the expense of communication. Our students should develop grammar through using the language rather than learning rules of the grammar explicitly. Therefore, teachers need to focus on both grammar and the skills of the language if the balance of fluency and accuracy is to be achieved by our students.

With regard to the increase in self-confidence as a result of the ELIP training, I5, on her part confirms that the skills and knowledge she has gained in the ELIP training helped her a lot to teach English in primary schools. She feels confident and satisfied with her level. She has got both the language skills and methodology to help her students to learn the subject (December 13, 2011).

In my classroom observation, I also realized that I5 had developed a sense of self-confidence. She spoke English without wavering. So, the findings from the classroom observation and interview match.

I6, another interviewee, expressed similar opinion. She thinks that the training has improved her self-confidence in using English. However, she feels the training was short and therefore didn't have as much impact as she had hoped. She said, "I am still in fear of speaking English when I come across a guest or someone who I am meeting for the first time, especially someone who is more fluent than me". The researcher also proved this during the classroom observation from the fact that she was afraid of allowing the researcher into the classroom and the fact that her proficiency in English was better in the second observation than the first. Her proficiency in speaking skills hampered her ideas and sometimes what she said was not what she really wanted to say, especially in the first meeting in both the classroom observation and the interview.

Concerning this, Doff (1987) claims that, "A teacher's confidence in the classroom is undermined by a poor command of the English language". Kathleen Heugh and Others (2007) in the final report of the study of the medium of instruction in the primary schools in Ethiopia, noted that ELIP has contributed a lot to developing teachers self-confidence but as it stands, the program is not enough even in Addis to reach the target level of English proficiency for teaching and learning.

The above analysis of teachers' responses shows that the ELIP training has developed the self-confidence of teachers in using English language freely both inside and outside their classrooms. But the training given to the teachers is not enough in itself and it needs continuity and support by other similar programs as it cannot bring about the change needed single handedly. This finding is similar to what came out of an analysis of the observation checklist.

4.2.1.3. Improvement in Teaching Methods

Nowadays, there is a paradigm shift of teaching approach from a teacher-centered approach to a student-centered approach. Teachers are expected to make their lessons participatory. ELIP training was also meant to equip teachers, especially English language teachers with learner-centered methodologies, which allow their learners to discover facts by themselves. In this method, students are no longer passive listeners instead they are active participants. Teachers become facilitators of the teaching and learning process not spoon feeders.

Based on this objective of ELIP training, the subjects were interviewed as to what extent the training has changed their methods of teaching English language. I7, one of the interviewees, said the following about her methods of teaching:

With the ELIP training I had taken, the methods of teaching I had been using changed. Before the ELIP training, I used to lecture in the classroom, explain everything myself, and only rarely give individual activities. But after I had taken the ELIP training, I prefer to use active learning methodologies like demonstration, role play, dramas, language games, group and pair activities which I think can help my students understand me. I help my students to prepare a dialogue and role play the dialogue in the classroom by themselves (December 14, 2011)

I4, another respondent, asserted that he was using learner-centered approaches in his classroom such as group discussion, games and debates. He told me that there was a radical change between how he was teaching before taking the ELIP training and after he had taken the training.

The result of the classroom observation also reveals that all the subjects of the research are practitioners of a learner-centered approach in their classroom. There is an attempt to make instructions clear, group and pair students with purpose and make them discuss and report to the whole class. The danger I observed during the group discussion was code-switching to Amharic and Afan Oromo. Thus, the teachers were also forced to use vernacular languages sometimes to

make concepts clear. This implies that much is expected from the school and teachers to make students aware of the advantage of the learner-centered approach and apply it in their classroom. The impact of change in behavior of the teachers should be seen in the students' behavior for the mutual benefit of teachers and learners. Teachers should also encourage their students to use the target language while doing group activities. They should use simple everyday words when explaining concepts rather than using the students' first language so that students consider their teachers as a role model. It is also recommended to tell the students that mistakes are inevitable and a natural way of learning a language.

On the other hand, I8, another interviewee, asserted that, "In fact, the ELIP training has given me good knowledge and skills but the application of learner-centered methods in the classroom is very low."

Generally, most teachers agreed that their methods of teaching had changed from teacher-centered to a more student-centered approach. On the other hand, the classroom observation showed that the pace of most lessons was dictated by the faster learners. It was the faster learners in the group and pair work who were providing the answers. This implies that the teachers had knowledge of a more learner-centered approach but were not applying it in their classes, as it is time consuming with the number of teaching hours they have (24 to 30 hours a week). Some research findings also confirm this. For instance, Yemane (2007, p. 56) says that, "the majority of teachers have good perceptions about communicative language teaching, however most of them are not using CLT techniques."

4.2.1.4. The Provision of Support and Follow up

The provision of support and follow-up are a crucial component of any innovation in order for it to be effective in its implementation. Concerning this view, all interviewees reported that the support and follow up they were given was not satisfactory. For instance, one of the respondents, I5, said that:

The supervisors and the school administrators are not confident enough to give us support in English language. Even, they are not ready to use the target language in the school campus with English language teachers. VSO Volunteers from Jimma Teachers' College sometimes visit our school to give us trainings on CPD and Active Learning Methods. During these trainings, nobody from the school's administrative

team either participates in the training or gives comments on what is done. This discourages the volunteers from organizing further training (December 15, 2011).

Another respondent, I9, said that the support and follow-up she has got from the supervisors is limited to lesson plan evaluation and that in itself is not critical.

The researcher's interview with one of the supervisors, I11, also noted that she had no confidence in giving support and follow-up for the English language teachers. This is revealed by her choice of Amharic for the interview.

4.2.1.5. General Comments on the Program

Regarding this, all the respondents agreed that the program should continue because the improvement gained from the ELIP training resulted in higher confidence, better methods of teaching, language skills and the like. But, some of the respondents noted that there were problems to be solved with the program. For instance, I4 reported the following.

The ELIP program should continue because it has various advantages but nowadays the coordinators are not being selected and assigned as a result their qualifications and competency rather due to personal reasons or connections which in turn leads to failure in conducting the program appropriately. Some zonal and regional administrators have forgotten the objective of the ELIP training and see it primarily as a means of earning money. This is clearly seen from the fact that trainees in the later stages were trained by professionals working in offices who are not teacher educators. These trainees, I feel, did not achieve ELIP objectives (December 14, 2011).

Another respondent, I7, also stated that the program has a great deal of importance especially for English language teachers. But, in relation to points to be revised she noted the following:

The advantage of ELIP training for teachers in general and for English language teachers in particular is undeniable. However, the payment of the trainees per day is 6 birr, which I think is less attractive and even de-motivating compared to the full per diem paid when we took the program. Some topics of the program should also be revised so that they can address the culture, needs and interests of our students rather than focus on a foreign audience. (December 14, 2011).

What can be observed from the response of the teachers above and other respondents, was that the ELIP program has to continue because it has various advantages for teachers. It equips

teachers with up-to-date methodologies, improves their English language proficiency, their confidence to use the language for communication purpose both inside and outside the classroom and plan their lesson ahead. The result of the classroom observation also reveals the same thing. An attempt was also made to crosscheck the results by forwarding questions to the learners. The students also said that their English teachers try to make them participate in group discussions, praise them for their contributions and correct their mistakes when they make errors. Nevertheless, the administrators and the program innovators should strictly monitor the program in order to: assess what needs to be revised; decide on who the most effective trainers would be and get effective feedback from trainees to ensure future success of the program. In addition to that, teachers should be committed to make use of learner-centered methods irrespective of the challenges involved.

4.2.2. Analysis of the Directors' Interview Response

Two directors, one from Hibret School and one from Mendera School were interviewed. One of them was qualified to first degree in Biology and the other to diploma level in Amharic. The experience of the directors is four years and three years in directorship and 10 years and 25 years in teaching respectively. Their responses were organized and summarized into three main parts based on the ELIP objective and the interview guide as follows.

4.2.2.1. Improvement in Teaching Methods

Both directors agreed that there was a great change in teachers' method of teaching English after they had taken ELIP training. The training has also improved teachers' confidence in using English and their spoken language. In addition to the linguistic progress their teachers made, the directors believe that their teachers' methodology improved. Concerning this issue, I13, the director of Hibret School, noted that most of the English teachers are applying group and pair discussion in their classes after the ELIP training. The teachers have already changed the straight row sitting arrangement to a circle formation, so that they can manage the group activities. (December15, 2011)

In addition to I13's view, I14, the director of Mendera School also added, before the ELIP training, teachers were lecturing to students for the whole period. But after they had taken the ELIP training, they started to help their students to discuss in groups and finally report to the

class. Teachers themselves are becoming active English language speakers both inside and outside the classroom (December 14, 2011)

The comments by both directors are an indication that primary school teachers' methodology changed after ELIP training. The concept of teacher- centered teaching methodology was replaced by a student-centered approach in their classes.

4.2.2.2. Additional Activities in the School to Support English

In order to achieve the aim of improving the English language performance of both teachers and students, the ELIP training given needs to be longer. It should be a continuous process. According to the two directors, initiated by ELIP training and the curriculum, English language teachers established English days in which every member of the school speaks only English for one day in a week and there are tutorial classes for English lessons in their schools. Regarding this, I14's ideas are as follows:

To help our students improve their speaking skills, we made both teachers and students speak only English once a week during campus cleaning. If a teacher or a student is seen speaking another language on the occasion, he /she will be punished. The punishment he/she will receive is to introduce himself/herself to the whole school in English. This concept was originally devised by the Languages Department and approved by the school. (December 14, 2011).

I13, Hibret School director, also added by saying, "Our English language teachers are giving tutorial classes for our students and making them report back on what they have learned in English."

The reports above indicate that there were activities being performed in the schools to improve the students' and teachers' language skills. Both directors have a feeling that the activities for the improvement of English were initiated by the ELIP training given to the teachers. But the researcher found that more could be done to increase the performance of both teachers and students in using the language. Thus, the researcher pointed out that English club, dramas, quizzes, debates and other activities should be added to what has been started.

4.2.2.3. Provision of Follow up and Support

With regard to the provision of follow-up and support given to teachers, both directors said that they were giving the necessary support and follow-up needed for the implementation of the student-centered approach. But both directors said that there is no provision for supporting teachers with their subject knowledge. They have a feeling that it is the duty of the department to evaluate the efficiency of each teacher. That could be true partly, but the researcher believes that the management of the school should assess each teacher's proficiency from time to time. According to I13, Hibret School tries its best to support and follow up teacher's performance in making use of a learner-centered approach. There were times in which they invited trainers from Jimma Teachers' College for short-term trainings on active learning methodologies.

I14, the other director, also added that their teachers are taking trainings on making teaching aids from locally available resources in addition to the trainings they receive on active learning methods by VSO (Voluntary Service Overseas) volunteers and instructors from Jimma Teachers' college.

It can be concluded from the above report that the schools are giving the teachers the necessary support and follow-up needed for the implementation of learner-centered methods in their classrooms, which is one of the objectives of the ELIP training. On the other hand, the teachers complained that they did not get the necessary support and follow-up from the administrators on the necessary materials that help them develop their English language proficiency. The directors also agree that their major focus was on the methodology they use while conducting their lessons. Therefore, it seems that there was a gap between the two; school administrators focus only on methodology while the teachers focus on both the methodology and subject knowledge.

4.2.3. Analysis of the Supervisors' Interview Responses

Two supervisors, one from Hibret and the other from Mendera schools were interviewed. Both of them were diploma holders and their work experience in supervision was seven years and nine respectively. Their responses were organized and summarized into three main parts based on the interview guide.

4.2.3.1. Time of Supervision

The supervisors from the school are teachers with equal teaching loads equal to other teachers. They do the supervision only when they are free and when an external supervisor comes to the school.

The researcher asked the school directors and the supervisors how often the external supervisors visit their schools and the response was amazing; they said that the schools are visited randomly and occasionally.

4.2.3.2. Improvement of Teachers' Teaching Performance

Both the supervisors noted that they had seen change in teachers' teaching performance after taking the ELIP training. Language teachers, especially English language teachers have made good progress after the training. With regard to this, I11, one of the supervisors, said that:

Before taking the ELIP, it was very rare to see a teacher who can speak English for a long time in the class. But now, thanks to the ELIP training, our teachers can speak only English for the whole period if the need arises. They are even changing their students' attitude to English (December 15, 2011)

On the above point, I12, the other supervisor confirmed that he saw a great difference in teachers' teaching performance before and after the ELIP training. He pointed out that, "Most of our teachers have full confidence when delivering lessons to their students in their classrooms now".

Although supervisions are not strong in the two schools, the idea forwarded by the internal supervisors shows that the ELIP training had a positive effect on teachers' teaching performance and method of teaching.

4.2.3.3. Provision of Follow-up and Support

In relation to provision of follow-up and support, the idea of the two supervisors contradicted each other. I11, one of the supervisors, thinks that teachers should get necessary support and follow-up to implement innovations which are helpful to develop the teachers' performance. However, what she is doing on her part is simply evaluating daily, weekly and annual lesson

plans. The teachers, indeed as she herself does, need further training and awareness on what to do and how to do it. In addition to this, they need a reduction in their teaching load to help them develop their skills and methodologies (December 16, 2011).

Contrary to the above, I12 disclosed that he gives the necessary support and follow-up for teachers to apply a student-centered approach as a supervisor. He said he observes their classrooms and gives necessary corrections and feedback. He also advises them on how to plan their lessons and evaluates them twice a month (December 16, 2011).

It can be observed from the above descriptions, that the idea of support and follow-up has to be given due attention. This is backed up by supervisors, directors and teachers and reveals that less attention was given to follow-up and support. This in turn shows that there is great gap between innovation advocators and the real implementers of the innovation. Therefore, it demands regular discussion among all educational concerned bodies.

4.3. Focus Group Discussions

To triangulate the outcomes of the classroom observation and interview, a discussion was held with the ten teachers, the directors, the supervisors and students together. The information from different groups was found to be relevant for the research because these are the stakeholders for the teaching and learning process in all state schools. Their responses are organized and summarized into different parts as follows.

4.3.1. Discussions with teachers, supervisors, directors and students

The discussion guide with teachers, supervisors, directors and students was divided into two major areas: attitudes towards ELIP and their perceptions of the continuity of the program. Their ideas were discussed and summarized.

4.3.1.1. Improvements with ELIP training

All the respondents have a feeling that the ELIP training they had taken helped them improve their language proficiency. One of the teachers asserted the following:

With ELIP training every aspect of my English has changed. I found it very attractive as it helped me have confidence in spoken language, listen and understand concepts in English. I started to feel free to communicate with my friends even when it is grammatically incorrect. Before the training, I always make sure the correctness of what to speak before uttering it out and I was not fluent at all (December 19, 2011).

Another teacher stated his views saying:

The training we had taken is wonderful that our English is improved. The speaking and listening skills are the major language skills developed well. Besides, our methods of teaching in the classroom were drastically changed. If you take me, I used to lecture throughout the 40 minutes before the training, but now I am applying student-centered methods like discussions, role plays, and the like in my classroom (December 19, 2011).

One of the directors has a feeling that ELIP has improved the performance of teachers. "Leave alone English language teachers, our confidence in using English has also increased". She thinks teachers' outlooks on active learning methods and their purpose was made clear for teachers of all disciplines. The other director also agrees with this point.

Students by themselves said that their English language teachers are always cooperative and willing to help them with their English. The students were randomly chosen from grades 5-8 and asked to give their opinions on how their English teachers help them in the classroom. At the beginning, it was not easy for the researcher to make the concept clear for the learners. But the researcher managed to forward the discussion questions for the students. They have a feeling that they code switch into their L1 during the group discussions. This is to ensure that they understand the concept quickly, so that they are the first to complete the task in class and be praised. They said that their English teachers are punctual for classes and encourage them to speak and write in English.

Here the researcher asked the students only to crosscheck what is observed and what the teachers said with their students' opinion. The researcher did not ask the students about the concepts of ELIP as the students know nothing about the program.

The above views of the teachers, directors, students and supervisors show that teachers' confidence in using English freely developed after the 120 hour ELIP training. Their communicative skills were also developed by the confidence they gained from the training.

The active learning methods they are using now are also the result of the program. Before, teachers talked more in the classroom considering themselves as a source of knowledge. But they use active learning methods in which learners are part of the lesson. Teachers have now come to realize that students are not passive recipients of knowledge rather active participants in the teaching and learning process.

The results of the teachers' classroom observations and interviews conducted with all the stakeholders also show that teachers' English language performance improved after they have taken the training. Their confidence in using the target language also dramatically changed.

In addition to the development of their proficiency, methodology also improved. Teachers have awareness of learner-centered approaches. They know how to plan and implement this in the classroom. But what is dangerous here is the follow-up from the side of supervisors and directors from the school. As we all know, putting active learning methodologies into effect is challenging as it requires a lot of time for planning, making teaching aids and assessing each and every student individually. So teachers may become reluctant to practice active learning methods if there is no good follow-up or support from the concerned bodies.

Concerning the follow-up and support for teachers, the directors and supervisors agreed that they are giving their teachers support related purely to methodology. The teachers on the other hand, have a feeling that they need more professional support from the school. They added that the support they get from the school on methodology itself is not satisfactory.

3.1.2. What should be done?

The teachers, directors and supervisors suggested the continuity of the program for the betterment of the professional development of language teachers and refinement of their teaching methodologies. Teachers have a feeling that much of the progress they have made was attributed to ELIP. One teacher explained, "I started everything about English with ELIP and the experience I have is the eight years after the training". The teacher has eighteen years' teaching experience and he said he does not want to count his ten years' English language teaching experience before the training as it was not a good experience to remember. Another teacher raised his hand and said, "I am really lucky if I get a similar training for I am now much better than the days I took the first training". By this, he means that he would learn even more if he had

the opportunity for further training. The two directors and supervisors also recommended a similar kind of training for all teachers in general and for English language teachers in particular.

The above discussion of teachers illustrates that ELIP for in-service teachers should not been an interrupted program. It should have been a continuous program in which teachers refined their methodologies and evaluated their English language performance from time to time. It was a

program in which English language teachers' confidence in using the target language both in and outside the classroom increased. This program, a program in which teachers freely practice their language without fear of making mistakes, should be a continuous program.

CHAPTER FIVE: CONCLUSIONS AND RECOMMENDATIONS

5.1. Conclusions

The major findings of the study through classroom observation, interview and focus group discussions can direct us to the following conclusions.

1. The ELIP training primary school second cycle teachers have taken has improved their English language proficiency level especially speaking skills. Most of the teachers can now use English efficiently both in and outside the classroom.
2. Primary school second cycle teachers' self-confidence was developed with ELIP. English language teachers who have taken the training can express themselves without fear of making mistakes.
3. All the teachers are acquainted with the theoretical background of learner centered approaches. They know that active learning activities in which learners are active participants in the teaching learning process is much profitable than the passive learning methods where learners are passive recipients of knowledge from the teachers. But the teachers could not practically put the active learning methods into practice. All the teachers were unable to use warm-up activities, unable to use teaching aids, and they gave corrections only themselves.
4. The learners were using their first language- Afan Oromo and Amharic during group and pair discussions.
5. The support and follow-up provided for the teachers by schools and supervisors was found to be unsatisfactory.
6. Primary school teachers give clear instructions and praises to their learners in the classroom.

5.2. Recommendations

Based on the conclusions drawn from the findings of the study, the following recommendations are made.

1. Working with the departments, the school administrators should widen the opportunities to communicate in English outside the classroom by establishing English clubs, English day, debating teams, and discussion clubs and others which enhance free communication. These in turn enlarge the confidence teachers have in using English for communication purpose. Teachers should also use any kind of opportunity (training given by VSO and training colleges) that helps them develop their English proficiency.
2. Learner centered methods of teaching is more than a theory. Teachers should practically put learner centered methodologies into practice in the classrooms. They should plan lessons, prepare teaching aids, use appropriate warmers, give chances for learners to correct their mistakes by themselves and get chance for peer-corrections.
3. Teachers should monitor their students while they are doing group and pair works in order to check if they are using the target language or not. To do so, teachers should help their students by making instructions clear, giving them clear and practical example and translating words into their first language only when situation forces.
4. Teachers should motivate and initiate all their students more than before so that all the students participate in activities with full interest in the classroom.
5. Teachers are implementers of innovations in educational system. Hence, they should get all the necessary material, technical and moral support for putting the novelty into effect. There should also be continuous follow-ups from all the concerned bodies.
6. ELIP training should be given to teachers again or there should be a similar kind of program to help teachers refine their methodologies and continuously develop their proficiency.

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Appendix A

Jimma University

**College of Social Sciences and Law
Department of English (Graduate program)**

Classroom Observation Checklist

The following observation checklist is prepared in line with ELIP objectives. It is divided into seven sections: lesson planning, classroom techniques, language control, teaching techniques, classroom management, teacher's personality and classroom evaluation. The researcher is observing all the subjects (ten teachers) on the seven aspects of the checklist. This is meant to get genuine response regarding how teachers treat the seven aspects in their respective classroom after ELIP training has been given to them. The information gained through classroom observation is only for the purpose of the research and it will be kept confidential.

Thank you!

I. Lesson planning

1. Is the aim of the lesson clear? Yes No
2. Are language skills set for the presentation stage integrated? Yes No
3. Is the approach designed in the lesson student-centred? Yes No
4. Is there any warm-up activity designed? Yes No
5. If the answer to question 4 is "yes", is it related to the context of the specific topic? Yes No

II. Classroom techniques used

1. More time allotted for the period is used by: teacher students
 balanced

2. Activities by students are done: individually in pair in groups
3. Which teaching approach/process is used in the classroom dominantly? Deductive inductive both
4. Classroom questions focus on: fast learners medium slow even
5. Error correction mechanisms used: teacher's correction
self correction peer correction no correction
6. The methods used benefits more: visual learners auditory learners
 Kinesthetic learners all

III. Language control

1. Are teacher's instructions clear? Yes No
2. Does the teacher repeat instruction? Yes No
3. Do students understand the questions? Yes No
4. Do students use English during activities? Yes No

IV. Teaching aids in the classroom

1. Does the teacher use blackboard effectively? Yes No
2. Is the teacher's handwriting clear and visible? Yes No
3. Does the teacher use other instructional materials besides textbooks? Yes
 No

V. Classroom management

1. The teacher acts in the classroom as: guide/facilitator manager source of knowledge all
2. Number of students volunteering for activities: no few some all

3. Sitting arrangements in the class: straight row in circle
other, if any_____.
4. Is there adequate space for movement in the class? Yes No
5. Does the teacher go round to motivate the students and monitor activities? Yes no
6. Are students active during the class? Yes No
7. Does the teacher praise the students? Yes No
8. If “yes”, what kind? Intrinsic Extrinsic

VI. Teacher’s personality

1. Is the teacher friendly to the students? Yes No
2. Does the teacher encourage students to become more active participants? Yes No
3. Is the teacher punctual? Yes No
4. Can the teacher be a good model in many aspects for the students? Yes No

VII. Classroom Evaluation

1. Does the teacher ask questions in the class? Yes No
2. Teacher gives group works and exercises for the students. Yes No
3. Teacher evaluates students’ group cooperation. Yes No
4. Teacher checks and gives constructive feedback to students’ work.
Yes No

Appendix B

Interview Guides for Teachers

The following interview questions are meant to get your genuine response regarding ELIP training you have received. The information gained from you is only for the purpose of the research and it will be kept confidential.

Thank you!

Name:

Sex:

Qualification:

1. Do you feel that your English has improved by ELIP training? If yes, what types of improvement?
2. Do the skills and knowledge you have got in ELIP training improved your self-confidence?
3. Do you think that ELIP training encourages your communicative skills?
4. Do you think that ELIP training has improved your ways of teaching/English language teaching strategies?
5. Do you get support to implement English language curriculum in your classroom? If yes, from whom? What types of support?

Appendix C

Interview Guides for directors of the schools

The following interview questions are meant to get your genuine response regarding ELIP training you have received. The information gained from you is only for the purpose of the research and it will be kept confidential.

Thank you!

Name

Sex

Qualification

1. Would you tell me the general background of your school? For instance, its year of establishment, No of students, No of teachers, class size and so on.
2. Can you tell me about textbook distribution with particular reference to English subject?
3. Did you observe any change on English language teacher's methods of teaching after they had taken the ELIP training? If yes, what types of changes?
4. Are there any activities performed in your school to improve English language skills?
5. What types of follow-up and support do you give to English language teachers to implement students centered method in English language lesson?

Appendix D

Interview Guides for Supervisors

The following interview questions are meant to get your genuine response regarding ELIP training you have received. The information gained from you is only for the purpose of the research and it will be kept confidential.

Thank you!

Name

Sex

Qualification

1. Did you observe any change on English language teachers classroom performance as a result of ELIP training? If yes, what types of changes?
2. How do you see the effect of ELIP on English language teachers?
3. What types of follow-up and support do you give to English language teachers to improve their English language proficiency and to implement student-centered method of teaching?
4. What do you think that hinders the implementation of student-centered method of teaching in the English language lesson?

Appendix E

Focus Group Discussion Guides for Teachers

The following questions are meant to get your genuine response regarding ELIP training you have received. The information gained from you is only for the purpose of the research and it will be kept confidential.

Thank you!

1. How do you see the ELIP training?
2. Do you think that ELP training has brought any change on your English language proficiency and classroom performance? If yes, what types of change?
3. Do you think a similar program is needed to help teachers refine their methodologies in the classroom and update their English?
4. Do teachers use participatory methods in which all the students actively participate in the classroom discussions?
5. Do teachers motivate their students to use English during discussions?



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