ADDIS ABABA UNIVERSITY

INSTITUTE OF LANGUAGE STUDIES

DEPARTMENT OF FOREIGN LANGUAGES AND LITERATURE

AN EXPLORATION OF TEACHER REFLECTION IN LANGUAGE TEACHING AND LEARNING: A CASE STUDY OF SECONDARY SCHOOL ENGLISH TEACHERS IN BAHIR DAR

BY

TADDESE GEBREMEDHIN

A THESIS PRESENTED TO
DEPARTMENT OF FOREIGN LANGUAGES AND LITERATURE
INSTITUTE OF LANGUAGE STUDIES
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In Partial Fulfillment of the Requirement for the Degree of Doctor of Philosophy(PhD) In Teaching English as a Foreign Language (TEFL)

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# ACKNOWLEDGEMENTS

# ABSTRACT

 Reflection in teaching refers generally to teachers learning to subject their own theories and beliefs of teaching to a critical analysis, and taking more responsibility for their actions (Calderhead, 1989). This study sought to investigate secondary school English teachers' reflection in language teaching and learning. The study focused on four teachers of English in Fassilo Secondary School, Bahir-Dar. The study examined (1) what the teachers chose to talk about in the individual interview/discussion held with me (the researcher), and write about in their journals; (2) the extent to which they were engaged in critical reflectivity, and (3) whether their critical reflection experiences  developed over the time span of the study.

The teachers' individual post-lesson interviews/discussions were taped, transcribed and coded according to the topics they talked and wrote about. These topics served as a measure of critical reflectivity. The teachers' earlier and latter entries of both the individual interviews and journal entries were compared as evidence of change or development of critical reflectivity.

Results showed that: (1) the sampled teachers talked and wrote more about the approaches and procedures, and evaluating teaching. With regard to the former,  they talked and wrote about the methods and procedures they followed than about the contextual factors which necessitated these teaching techniques and procedures. Their focus was on classroom routines and experiences and how things went about. In other words, there were few references that went beyond the classroom and school context to the broader environment that impact on classroom activities. With the latter issue the teachers talked and wrote about problems they encountered while teaching than about solutions to them; (2) Although the teachers varied in their degree of reflectivity in each category of teaching and learning language, all of them were reflective to some degree in their orientation to them. (3) There was little

change or development in the degree of critical reflectivity that the teachers showed over the span of the study.

As a result of these findings the study concluded that the teachers have not been adequately exposed and trained to become reflective practitioners. In particular the CPD programmes (peer-observation and portfolio writing activities) have not been taken as tools for teachers' self-assessment and development tools to enable them  become critical reflectors on their work, and enhance students' learning achievements. Rather they have been taken as obligations to be done by teachers for career development opportunities. This conclusion led the study to suggest and discuss recommendations thereof.

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## Acronyms

EGSEC:     Ethiopian General Secondary Education Certification

ESLCE:     Ethiopian School Leaving Certificate Examination

CPD:     Continuous Professional Development

InTrL:     Interview Transcript Line

JrE:     Journal Entry

MoE:     Ministry of Education

TrLO     Transcripts of lesson Observation

Tad:     Taddese

TA:     Teacher A

TB:     Teacher B

TC:     Teacher C

TD:     Teacher D

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# Chapter 1 Background to the study

## 1.1 Introduction

In this qualitative case study I tried to observe lessons that Post-TESO English degree graduates taught in Fassilo General Secondary School, and carried out after-lesson individual interviews, and made the teachers write weekly journal writing activities to see the contents of what they talked and wrote about their teaching.

As the crucial question which this study sought to clarify was the extent to which these teachers were critically reflective on their own teaching, I tried to describe, analyze, interpret data and code the teachers' topic entries in the individual interview and journal writing for themes of traits of critical reflectivity from the principles and characteristics underlying the philosophy of the 'Reflective Practitioner' which the TESO programme was designed for.

This chapter, therefore, starts with a focused discussion on the changes and developments that have taken place in the Ethiopian teacher education for ELT, and the adoption of 'Reflective Practitioner' approach to teaching and learning) to improve quality of education (MoE, 2003). This then is followed by descriptions of statement of the problem, objectives, significance, limitations and delimitations of the study.

## 1.2 Pre-service secondary teacher education for ELT Before Teacher Education System Overhaul (TESO)

Three institutions, namely, the Department of Foreign Languages and Literature of the Addis Ababa University, Bahir Dar Teachers College and Kotebe Teachers College have been entrusted with the responsibility for training English language teachers for junior and senior secondary schools of the country (Awol, 1999).

Candidates eligible for the training were those who scored cumulative GPA of 2.8 and above in the Ethiopian School Leaving Certificate Examination (ESLCE). Courses that were offered included the four language skills, and the sub-skills (grammar and vocabulary). Trainees were also given courses in pedagogics and the psychology of education, like General Methods, of Teaching, Developmental psychology, Theories of learning. In addition to the subject area and professional courses, teacher trainees were offered courses that were thought essential for them. Some of these courses were History and Geography of Ethiopia, Introduction to philosophy, Introduction to Quantitative Methods, and Elementary Economics. What is more there was a practical component that prospective graduates had to pass through in order to qualify as language teachers. However, this component of the training programme was merely offered during the second semester of the final year, that is second semester of the 2nd year for diploma prospective graduates and 2nd semester of the fourth year for degree graduates. In other words, student teachers of the diploma and prospective degree programme had to wait a year and a half and three and a half years, respectively before they could put into practice language teaching theories they gained from their training institutions. Trainees were expected to go for practice teaching that lasted for about 15-20 periods (Awol 1999). Teaching practice evaluation was based on a pre-determined form of evaluation Gthat embraced items on classroom management, presentation skill etc. Lewis (1993) comments that this kind of approach to course design as being too abstract for teachers to see its relevance because of the precedence of extensive theoretical knowledge to classroom experience.

After completing the theoretical and the practical component of the training scheme prospective graduates had to meet a minimum graduation requirement of C.G.P.A of 2 and above and a pass grade in the practical course to formally graduate.

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## 1.3 In-service secondary teacher education for ELT before TESO

The institutions mentioned above have also been responsible to run the diploma and degree in-service programmes. Candidates interested to enroll in the diploma programme had to meet certain criteria, such as scoring CGPA of 2 in his/her TTI training, or score an average GPA of 2 in five subjects, including English and Math, in the ESLCE and serve for 2 years as a teacher; a degree level candidate had to score a CGPA of 2.5 or above in his/her diploma training, and serve for 2 years. When his/her grade were below the requirement, trainees were supplied with another entry route, that is they were required to have a service for a year with diploma, with a further 5 years of service as a teacher before the diploma training, or must be a college dropout with at least 2 years of college education and 2 years of service as a teacher. (National Council for Central Planning 1987:4). The main aim of both programmes was to upgrade the qualification of teachers in order that they could be deployed in the various junior and senior secondary schools of the country.

In addition to the regular and in-service programmes, there were evening teacher training programmes which were open for people who could not join the regular programmes. Apart from the regular, in-service and schools that required highly qualified teachers. evening programmes, the Ministry of Education used to recruit college drop outs and students who discontinued their college studies due to various reasons to meet the badly needed English teachers in the junior and senior secondary schools of the country. These recruits were directly assigned to teach in the schools they were deployed with little or no formal training.

In short, this was how secondary teacher education programmes for ELT were organized and recruitment practices were exercised. In fact, this sort of teacher education and training scheme was not unique to ELT teacher education

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programmes; it existed in all other teacher education programmes of the faculties of teacher education institutions mentioned earlier. Cognizant of the problems that existed in the system of training, the Ministry of Education made assessments of the pre-TESO teacher education programmes, a subject discussed below.

### 1.4 Assessment of pre-TESO teacher education program

Approaches to learning and teacher education have shown shifts from the behaviorist model to that of the constructivist model (these are discussed in Section 2, Review of Literature). And indeed this development has given rise to the revision of teacher training and education programmes world wide in order to bring about improved changes in the education system in schools (William & Burden 1997).

With regard to EFL teaching and teacher education programmes, tremendous shifts and developments have been made for a similar purpose. For instance, the Audio-lingual Method which is grounded on the learning theory associated with the school of psychology known as behaviorism has in recent years come under strong criticisms from theoretical linguists in favor of cognitive models of learning and teacher education (Krashen & Terrell, 2001 and Williams & Burden 1997). Consequently, this move has led to several changes in how second or foreign language should be taught. The shift in second or foreign language education is known as Communicative Language Teaching (CLT). Crucial elements in the shift to CLT are greater attention to process-oriented instruction, learners' roles, individual differences, social nature of learning, holistic learning, learner autonomy, importance of meaning rather than drills or rote learning and alternative assessment, (Jacobs and Farrell, 2001).

Following this development in1989 the Department of Foreign Language and Literature (DFLL) of the Addis Ababa University designed and implemented two

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Skill Development Methodology courses I and II (Atkins, Hailom and Nuru, 1995), which have the following purposes:

Skills Development Methodology Part I

> The purpose of the course is to increase your awareness of a wide range of issues in language teaching and learning and secondly to help you develop the teaching skills you need to be successful as a language teacher you will need to call on knowledge you gained from your language improvement courses, your linguistics courses and your education courses. You will also call on your experience of learning languages and your teaching experience, if any. You will have opportunities to practice teaching in regular micro-teaching sessions. (P.1)

Skills Development Methodology Part II

> The purpose is to continue to increase your awareness of a wide range of issues in language teaching and learning and secondly to help you to further develop the teaching and language skills you need to be successful as a language teacher. You will need to call on knowledge you have gained from your language improvement courses, your linguistics courses, your education courses, and from the first part of Skills Development Methodology. As with Skills Development Methodology Part I, you will also call on your experience of learning language and your teaching experience, if any. You will have opportunities to practice teaching in regular micro-teaching sessions. (P.1)

On this line of development other teacher training institutions in the country have added the two methodology courses in their training packages in order to enhance trainees' technical skills in their approach to cope with the daily routines of teaching demands. However, these changes did not bring about significant improvements in the teaching of English in the Ethiopian schools.

Therefore, the Ministry of Education of the Federal Government of Ethiopia conducted an assessment of the teacher education system in Ethiopia. The assessment of the various programmes, that is, the certificate, diploma, and degree programmes, were seen in terms of the actual professional performance of the teachers in the schools they were assigned to.

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A few studies have been conducted to assess the strengths and weaknesses of the programmes. For instance, a Task Force on Teacher Education appointed by the Ministry of Education (MoE, 2003) carried out an extensive study and produced a series of reports under the title 'Quality and Effectiveness of Teacher Education (MoE,2003). In addition, Addis Ababa City Administration Education Bureau, Oromya Region Education Bureau, and the Ethiopian Teachers Association carried out another study on the professional ethics of the teachers ( MoE, 2003). A series of meetings involving teachers from all over the country were also held and  comments were offered which reinforced the findings of the above studies. The major points arising out of these studies were:

- The professional competence of teachers is deficient.
- The content knowledge of teachers is unsatisfactory.
- The teaching skills and techniques are very basic.
- Teachers do not match up to the standards and expectations of their profession.
- There is a mismatch between teacher education and school education.
- The quality of courses and methods of teaching are theoretical and teacher centered.
- The practicum receives inadequate emphasis and is inefficiently implemented at all levels of Teacher Education.
- Student assessment does not adequately identify difficulties and potentials in order to enhance students' learning.

<div align="center">(MoE, 2003)</div>

Prior to these professional performance assessment studies, other doctoral research studies (Awol, 1999; Hailom, 1991 ) were also carried out to investigate the extent to which the EFL teacher education programmes were effectively operating. Eventually these studies came out with some basic training problems that are similar to the findings of the other studies stated

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above. For example, the study by Awol (1999) showed that most of the qualified English teachers believed that their pre-service training focused on theory and linguistics rather than on methodology and teaching practice. The study conducted by Hailom (1991) also identified problems such as lack of adequate practical teaching skills, procedural ability to promote their teaching competencies and low level of language skills. The findings of all these studies pointed toward making a change in the system of teacher education in Ethiopia.

## 1.5 Teacher Education System Overhaul (TESO) in Ethiopia

Teachers are the key role players in the implementation of school curriculum. And therefore, teacher education programmes have a special role and responsibility in preparing teachers who have the required academic competence and professional skills to effectively put into practice the designed school curriculum. However, this is contingent on drawing teacher education policy that addresses problems of the sector.

Cognizant of the problems of the Ethiopian teacher education system, the Federal Government of Ethiopia has demonstrated great concern to reform the entire education system of the country (MoE, 203). Endeavors at a national level have been made to address strategies to solving the long standing problems in schools and teacher education programmes identified by the various studies.

It was in this context that the Ministry of Education called for a complete Teacher Education System Overhaul (TESO). The Ministry produced a national framework detailing strategies for the overhaul in five major areas: Teacher Educators, Pre-Service Selection Criteria, Pre-Service Teacher education, Continuous Professional Development and Special Upgrading Programmes.

### 1.5.1 Teacher Educators

This area aimed at improving teacher educators' professional skills in the training of teachers for the schools of Ethiopia. The TESO teacher education programmes content of all teacher education institutions have been designed to prepare teacher educators for the key processes of their "role, enquiry, reflection, deliberation, team work, being alert to the dilemmas and to the bases for good decision making in these contexts" (MoE, 2003:12). According to the TESO programme, the scheme is believed to provide teacher educators with both the attitudes and aptitudes of the expert coach of learning, someone skilled at fostering high attainment in others (MoE, 2002). The Higher Diploma Programme (HDP), which is the heart of the teacher education programme has been in place since 2004 and significant number of EFL teacher educators have been licensed as professional trainers.

### 1.5.2 Pre-service selection criteria

As the report of the study of "The Quality and Effectiveness of Teacher Education in Ethiopia" (2002) revealed, significant proportion of student teachers were not committed to teaching. In direct response to the findings of this study and research papers produced over a number of years by Ethiopian academics and consultation held with various Teacher Education Institutions, pre-service recruitment criteria were recommended. These are entrance examination, interview, high school GPA, ESLCE or EGSECE results, and supporting evidence.

However, as to my knowledge, no such recruitment criteria have so far been applied to select candidates who will show commitment to the teaching profession. What is being applied is in stark contrast to the recommendations stated above. Candidates for EFL pre-service teacher education programmes are pulled from those who did not succeed to join their desired choices of departments. What this can imply is easy to imagine: Forced recruitment may

result in poor academic, professional and ethical performances of trainee teachers.

### 1.5.3 Pre-service teacher education

As indicated in section 1.2 above, traditionally in education degree courses in Ethiopia, subject content was treated as a separate entity, and the practice of teaching and teaching methods were treated in a theoretical way. It was also found out that teachers were not good at teaching in schools due to lack of adequate training to use different active learning methods. To address these and other related problems, the TESO Programme was introduced and is currently being implemented under different modalities in teacher education programmes of Ethiopia.

The TESO programme has mission and general objectives of which the following points, deemed relevant to this study, are discussed. One of the mission statements reads: 'The Ethiopian Teacher Education Programm is committed to producing competent teaching staff who have the desired academic knowledge, sufficient professional skill, appropriate citizenship attitude, and skill and those ethical values enshrined in the Ethiopian Constitution (MoE 2003: P.84). And the general objectives include:

produce teachers who are academically qualified, professionally skilled, attitudinally and ethically committed to their profession;

- Develop teachers' communication skills and instructional leadership qualities that will be used in the classroom and for facilitating co-curricular activities and community involvement;
- Equip teachers with knowledge and ability in classroom management, which fosters constructive student inquiries and interaction;
- Prepare teachers who can effectively apply continuous assessment and evaluation to students' learning, and has basic knowledge and application of action research;

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- Actively encourage student teachers to develop their learning potential.

Based on the above and other mission statements and general objectives, the TESO Programme emphasized school practice, and professional studies and gave them sufficient time (25, and 24 credit hours, respectively). In other words, courses were made to cover areas such as active learning methods, student-centered teaching, presenting ideas, asking questions, setting problems, setting projects, higher level study skills, lesson planning, time planning, assessment. Following is course delineation across all fields of studies in the faculties of education:

| | |
|---|---|
| Content area subjects in major areas | 30 credit hours |
| Content area subjects in minor area | 18 credit hours |
| Professional courses | 24 credit hours |
| Practicum | 25 credit hours |
| Supportive courses | 13 credit hours |

Unlike the old practicum, which involved very little in the way of allowing student teachers to develop their skills and acquire much needed knowledge about school experience, the new practicum seems to have been designed in a way as to ensure that student teachers have as much supported experience as possible, before they enter the classroom as a qualified teacher (MoE, 2003).

Evidence has shown that the best way to educate teachers is to give them adequate and real experience of schools and students very near the beginning of their courses (Head and Tailor, 1997), in order that they can inform their future learning of teachings; theory about psychology or motivating students or teaching methods can only be understood in the context of this reality. In other words, for student teachers to learn to teach effectively, it is vital that the practicum (school experience) and all other aspects of teaching methods constitute the central core of their learning process

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As part of the professional competence development scheme, English language trainees, like other subject trainee teachers, have been engaged in various practicum courses to develop different skills that they need to sustain their learning and to become self-reflective English language teachers. In this regard the TESO programme claims to have equipped pre-service EFL teacher trainees with a range of opportunities to learn how to improve their professional practices These are an early opportunity to observe the school environment, the behavior of school students, their levels of performance, learning capacity and receptivity; teaching methods used in schools, etc, with guidance from their tutors, the chance to explore teaching methods and practices for themselves through micro- teaching and direct experience of school teaching ,and the opportunity to reflect on their experiences, on their own, with peers, and with teachers in the school community, and from their educational institutions (MOE, 2003). By implication therefore these opportunities are believed to have helped pre-service English graduates understand and realize the importance of reflective skills of observation, evaluation and self analysis of their day to day teaching routines or experiences and to subject their assumption, beliefs and theories they have about teaching and learning and make changes to their approaches to teaching and learning.

The TESO Programme also put in place assessment methods for the practicum. These were split into three levels: The first level was continuous assessment-in relation to varied competencies that include micro teaching, presentation, written assignments, and preparation of teaching materials. The second level was the period of block teaching-in relation to varied competencies as demonstrated by classroom teaching skills in school situations. And the third level of continuous assessment was portfolio writing that include one major piece of research, plus any other work e.g. teaching materials, lesson plans, evaluations, reflection of own teaching, and a substantial element of self-

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evaluation. (MoE, 2003:45). However, the portfolio writings of student teachers were not subjected to a critical assessment of the contents in light of what and why the trainees write in their portfolio entries. For instance, being one of those supervisors of the various practicum courses carried out in some secondary schools of Western Gojjam and Southern Gondar, the I (the researcher) witnessed that supervisors were not paying adequate attention to the assessment of trainees' portfolio writings. This failure might have led teacher trainees not to be critical of what and why they were writing in their journals. This in turn might have given rise to teachers to teach in the same old days practices that do not promote teachers to be effective in their teaching and professional development practices.

### 1.5.4 Continuous Professional Development (CPD)

According to the TESO programme, Continuous Professional Development is considered as a means of improving teachers' skills and competency in the level they currently teach. It identifies the new approach as 'Education Quality Improvement Programme (EQIP)  The general objective of this programme is 'to improve the quality of teaching and learning in Ethiopian schools (MoE, 2003: 98); and the specific objectives include 'the development of reflective practice-as critical professional self-analysis leading to improved practice, the development of opportunities for research to inform the further development of teacher education at Regional level and within Teacher Education Institutions (TEIs); data collection and evidence of good practice used effectively as part of the planning process.

### 1.5.5 Special upgrading programmes

Statistical evidence showed that  many teachers working in the primary and secondary schools in Ethiopia were not qualified for the level they were teaching (MoE, 2002). In light of this the team which worked on the "The Quality and Effectiveness of Teacher Education in Ethiopia" made

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recommendations which focused on improving this situation. The two recommendation which led to the framing of a guideline are:

- To develop and implement a programme to upgrade teachers qualifications to the level at which they are assigned to teach through summer and distance programs
- To revise the upgrading courses to correspond with the revised pre-service curriculum (MoE 2003. 115).

As these programmes are compulsory for those who did not have the qualification to teach at the level they have been teaching, schools are required to recruit teachers on service to take part in the training programmes provided by the different teacher educations institutions. However, there have been complaints forwarded by many participants of the schemes. They have been heard saying that they were forced to join the programmes against their own readiness to join in the special upgrading programmes; and this they said had a negative impact on their performance during the training. Nevertheless, under this compulsory programme, considerable number of summer and distance in-service EFL teachers got the opportunity to enroll and complete their training programmes and are now deployed in the various general secondary and preparatory schools in Ethiopia.

As the result of completing their pre-service, in-service and upgrading programmes, these teachers are expected to meet five competency standards set by the Ministry of Education (MoE 2010). These are:

**Facilitating student learning**- Creating a positive environment, managing learners' behaviors, establishing ground rules, linking prior knowledge to learning;

**Assessment**- Using variety of assessment methods, monitoring progress;

**Reflective practitioner**-Reflecting critically on his/her own practice to improve the quality of teaching and learning, conducting action research to improve learning, encouraging students to become reflective learners;

**Teaching methodologies**- Using a wide variety of teaching strategies to include all students in learning, using any resource available to enhance formal and informal language acquisition, valuing diversity and including all students in the learning process; and,

**Professional ethics**- Operating from an ethical position. (p, 3-6)

Reflective practice, as stated in the competency standards, is a means through which teachers make critical self-assessment on their own practice and make needed improvements in the quality of teaching and learning. It is through this teaching approach that they can see whether they are meeting the other stated standards. In other words, they themselves can evaluate whether they are using a variety of teaching strategies and assessment methods that enhance the quality of education.

However, reflective practice does not take place in a vacuum. If a teacher wishes to become a 'reflective practitioner' (Schon, 1983), he should be familiar with different approaches that facilitate reflective practice, such as observing oneself and others, peer-teaching, and expressing ones view of teaching through writing, and teacher-group discussions (Bartlett, 1990).

In this regard, in order to help teachers obtain such opportunities, school-based teacher development programs, such as peer-observation, and portfolio writing activities have been put in place. When a teacher sets out to observe a colleagues' classroom, s/he goes with an evaluation form prepared by the management of the school. The form requires the observer to rate the performance of a colleague's teaching actions that are related to his/her lesson planning, the use of teaching aids, method of teaching, and write whether the

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lesson was successful or not. All these aspects of teaching are concerned with classroom techniques which the teacher uses in class. So the focus of attention of the evaluation is on the 'How' issues and mentions nothing of the 'why ' issues that complement and give answers to several issues that a teacher performs in class.

After completing the form, the observer submits the evaluation form back to the office. As it was observed by the researcher and confirmed by the teachers themselves, there is no as such a post-lesson discussion that tells the observed teacher to be informed of the success and/or failure of a lesson s/he taught.

The portfolio writing activity is a requirement that every teacher should complete once in a semester.  The contents of the portfolio include journal writing task that roughly asks teachers to reflect on things they have done over a semester, like recording events that took place in the process of teaching and learning. As a result a teacher just compiles in his journal entries things like samples of quizzes given, students group projects and a kind of small classroom research that a teacher claims s/he had done and the resultant effects of the study.

According to the teachers verbal report, the main purpose of the peer evaluation task and the portfolio writing is done as a compulsory activity that is used for career development. Unless one completes such things s/he will not get career development opportunities. If teachers do not get a feedback on what they have done, how will they know whether they are in the right track or not?

Although, a variety of claims are made concerning the benefits of classroom observation (Gebhard,1999), and journal or portfolio writing (Bailey, 1990) in teacher development programmes, English teachers in this study do not seem to have benefited from conducting such activities.

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## 1.6 Statement of the Problem

Ethiopian secondary school classrooms, like other secondary schools elsewhere in the world, may be characterized by student diversity in gender and socio-economic as well as differences in ability, educational background, motivation to learn, age and others. In this context, as mentioned earlier, a reflective stance toward teaching English in these schools may help teachers feel more confident and that their judgments and decisions are informed. As it was stated in the specific objectives of the TESO Programme, the realization of the various competency standards outlined earlier can also be made possible through the reflective thinking and reflective action teachers make on their day to day teaching practices and subjecting their thought processes and actions to a critical scrutiny and take responsibility for their actions.

As mentioned in Section 1.4 above, to assist student-trainees and teachers on service develop their reflective thinking capacities different opportunities have been put in place in the schools they work in.

In spite of the reflective-oriented EFL teacher training and the school-based teacher professional development opportunities provided, Post-TESO English graduates do not seem to operate in the competency standards set by the Ministry of Education (MoE, 2003). They are often observed using undifferentiated teaching approaches and methods that do not cater for students differing learning needs and motivations. In other words, they do not seem to make use of the various reflective skills of observation, evaluation and critical self-assessment they have been exposed to and expected to implement for an improvement of their teaching and student assessment competencies.

There is a wide spread complaint from different sections of the public that the teaching quality and the standard of education in our country has deteriorated (Afework 2007). For example, I myself was able to observe this problem when

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supervising pre-service student trainees' school practicum in Eastern Gojjam and Southern Gonder (1998-1999). I witnessed English teachers invariably employing instructional strategies and classroom management practices in the different classes they were teaching

One reason critics mention as a cause for the problem is lack of language facility (Haileselassie, 2004). Other critics, such as parents, mention that it is lack of self- assessment on the work they do that hinder teachers not to be flexible in their approach to teaching English effectively (Afework, 2007). In other words, there seem to be some kind of understanding that there is disparity between what ought to be done and what exists in reality. However, no attempt, that I know, has been made to closely study how graduates of the new EFL programmes are operating in the actual classroom of the secondary schools of the country, and in what ways they are assessing their teaching performance. Although supervisory visits are made by a committee of school supervisors, school directors, and English teachers, these visits mainly focus on the observable actions and behavior of teachers, i.e. on the process. This being a welcome effort, no serious attempt has been made to look into the teachers' motivation for what (content) they do things they do and why (justification) they do them.

And, indeed, the assessment of the development of teachers reflective teaching and professional growth should have been done by examining their thought processes or reflective thinking they make about teaching through the different reflective tools (observation, post-lesson interview/discussions and portfolio writing) they have been exposed to. In other words we do not know the extent to which English teachers make use of these tools to become or grow as critical reflectors on their professional career.

However, no attempt, that I know, has been made to closely study into this issue. A single study conducted on teacher thinking is that of Awol (1999). This case study attempted to explore secondary school teachers' conceptions of language teaching and learning and classroom decision making. The study attempted to show the extent to which their training programmes fits into classroom realities and the impact of their thought processes on classroom decision making. Although this study has a lot to contribute to other studies on teacher thinking dimension, it did not go further into seeing how reflective thinking can be enhanced through the use of the different reflective tools suggested by proponents of reflective teaching, In fact, the researcher himself stated that he did not study teachers' thinking and actions through using portfolio for there was not any journal writing practice, This project is therefore an attempt to fill this research gap.

## 1.7 Research questions

1. What did English teachers talk about in the individual post-lesson interview? And what did the teachers choose to write about in their journals regarding lessons they taught?
2. What was the level or degree of the teachers' reflections in each activity: descriptive or critical?
3. Do the individual interview and journal writing experiences help the teachers increase or develop their degree of critical reflectivity over the life of the study?

## 1.8 Significance of the study

As briefly discussed in the statement of the problem, in spite of the reflective-oriented EFL teacher training and the school-based teacher professional development opportunities provided, Post-TESO English graduates do not appear to teach in the competency standards set by the Ministry of Education (MoE, 2003). They are often seen employing undifferentiated teaching strategies

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and procedures that do not cater for students differing learning needs and motivations, i.e they do not seem to make use of the various reflective skills of observation, evaluation and critical self-assessment they have been exposed to and expected to implement for an improvement of their teaching and student assessment competencies.

Ones the gaps of reflective teaching practices are identified, the results are believed to be useful in several ways. it would provide feedback to the English teachers of the research site the extent to which their reflective performance in the different reflective activities have been useful for the development of critical reflection. This awareness would help them to look into their day to day practices and to subject their assumptions, attitudes, and believes of classroom practices to a critical scrutiny and make informed judgments and decisions in their classroom teaching practices. Furthermore, it may assist them to further develop self-/group observation and discussion, and journal writing activities as a social and academic activity and as a professional development practice(s).

Second, it may serve as a feedback to the management of the secondary school where the pilot and main studies were conducted to see the degree to which the CPD schemes they have put in place have been useful in assisting teachers to self-/peer assess and grow as reflective practitioners and make some kind of change or adjustment that may be needed.

Third, it is hoped that the result of this study would be a useful feedback to the EFL teacher education institutions. As this study is based on graduates of the Post-TESO programme, it may help them to carry out studies in this area and see for themselves which aspect of the teacher education programme needs adjustment and which one does not. In addition, it may help them to suggest to

concerned bodies ways and means of reviewing and revising some aspects of the training scheme they think requires some kind of policy remedies.

Fourth, it may also serve as a feedback to the Ministry of Education so that it could conduct a further investigation the extent to which  teacher training programme objectives, especially the development of reflective practice, is being met by the graduates of the new programme, and make some changes and/ or adjustments to the existing teacher training policy in general and the proposed CPD schemes designed for schools in the country.

Fifth, it may also be a useful resource for other researchers to further study the case at a large-scale, and make generalization which this study has been limited for reasons of purpose, setting and context.

### 1.9 Study Limitations

This study may offer useful insights into the nature of reflection and how it should be fostered by individual teachers and other stake holders (such as school management and training bodies) to achieve improved quality of teaching and learning. Nevertheless, this study has two limitations:
The first limitation to this study is related to the design method. The research method adopted for this study is qualitative rather than quantitative for the aim of the project was not generalization of findings but to make an in-depth study of English teachers reflections, and provide a detailed description, analyses and clarification of the extent to which they were critical on their own teaching. Yet the results are still important because they indicate transferability to schools in similar contexts.

The other limitation of the study is data collection instruments. In addition to classroom observation, post-lesson individual interview, and journal writing activities, it was planned to carry out teacher-group discussions once in two

weeks. The teachers were informed that they would hold a discussion with the researcher but failed to appear for that discussion. later when they were asked why they did not show up for the agreed teacher-group discussion, they expressed that they did not have such a practice and did not consider it important to come. Hence, this study did not use his instrument as a data collection tool.

### 1.10 Study Delimitation

The study focused on Post-TESO English degree graduates because these group of teachers have a highly demanding teaching responsibility in that they are assumed to be of great help to students of grades nine and ten who studied English in the elementary and junior schools as a subject but not as a medium of studying other school subjects. And therefore, these teachers are expected to be 'reflective practitioners' (MoE, 2010), in order to  facilitate the students' learning using variety of teaching and assessment methods and monitoring their progress.

Although I had delimited the sample population to six by using 'purposeful' and 'typical' sampling strategies suggested by Dornyei (2007), I ended up with only four teachers (Teachers A, B, C and D) because the other two (Teacher E and Teacher F) excluded themselves from the main study due to personal reasons. In fact, I had anticipated that there might be an attrition rate of one or two research participants, but still the remaining four cases were enough to conduct an in-depth study of the phenomenon. As one of the leading case study researchers in applied linguists Duff (2006) describes, most of her students conduct case studies with 4-6 focal participants in one or more sites, and this multiple case study format can be seen as fairly typical. Duff further explains that choosing 6 cases initially means that even if there is attrition among the participants (and there usually is), there will likely be 3-4 cases remaining.

Therefore, I used the four teachers' data collected through classroom observation, interview and journal writing activities to describe, analyze and interpret and see the extent of their critical reflectivity.

# CHAPTER 2  Review of Related Literature

## 2.1  Introduction

In this chapter we shall look at  a discussion of approaches to teacher education briefly, emphazing on the constructivist model of teacher education which gave rise to the development of the concept 'Teacher Reflection in Teaching'. This is followed by a discussion of historical development of the concept, its current connotations, and attractiveness as an alternative model of teacher education and development programmes in the wider field of teacher education as well as in second language teacher education. This embodies characteristics of reflective teaching and the development of the teacher as critical reflective practitioner. This then is followed by a discussion of both the origin and development of teacher reflection research and research reports in general education and in SLTE.

## 2.2 Approaches to Teacher Education

### 2.2.1 Model-/craft apprentice-based models to Learning and Teacher Education

Model-based learning bases itself on behaviorist psychology which views the 'description of mental events as merely speculative, and observable behavior as the only reliable basis for theory building' (Roth 1990 p.41). Model-based approach to learning and teaching assumes that learning which is lasting behavior change takes place when external stimuli beneficial to the learner reinforce behaviors. Thus a behavior is learnt by operant conditioning in which positive and negative external reinforcements are presented in the form of rewards and denial of rewards.( Roberts,2001).

Behaviorist theory provides an approach to curriculum design of teacher education in which a model of a target behavior is broken into discrete sub-behaviors. According to Roberts, (2001:14) "It provides a means to break down

global learning targets into clearly defined and graded sub-competencies, which can then be learnt step by step.

A teacher education course based on behaviorist principle will thus define content as an inventory of discrete behavioral skills presented in the form of visual or written models. In process, it will try to shape learner-teachers to conform to a model. In the classical model-based micro-teaching programme, for example, single model of a target behavior is presented and student-teachers behavior is shaped to match it by means of observation, imitation and reinforcement by feedback (Wallace 1979). To enable step-by-step learning, teaching skills are defined in lists of precise behavioral competencies to specify learning objectives and serves as assessment criteria. Competencies are practiced in scaled-down micro settings (a small number of learners, a short period, a limited teaching objective, a focused skill) and are then assumed to transfer to the more complex conditions of the classroom (Wallace, 1979; Carver and Wallace, 1981).

Craft/apprenticeship-based model shares the view of learning as essentially imitative in process and model-based in content (Jon Rogers 1998) In this model it is believed that the wisdom of the profession resides in an experienced professional practitioner and therefore the so called 'expert' or 'master' demonstrates and gives instruction to novices to imitate it and turn it to practice. How this practice was organized is described by Stones and Morris (1972, 7): "The master teacher told the students what to do, showed them how to do it and the students imitated the master"

This model of teacher education was criticized by Stones and Morris (1972, p.17) as "…essentially conservative and dependant on a static society". By implication a professional trained in this model would find it difficult to fit in

and meet new and complex demands of the teaching and learning environment in the classroom.

The objectives of behaviorist theory of learning and the craft apprentice models tend to be mutually consistent. They are criticized for their reliance on imitation as a learning process and the behavioral prescriptive definition of teaching (Krashen & Tracy, 2000; Roberts 1996). With regard to their prescriptive stance it is argued that it is impossible to prescribe a single set of good teaching practices that can be used effectively in uncertain and diverse teaching contexts. A number of criticisms of imitation as a learning process in language teacher education are summarized by Roberts (2001) as follows:

Training to enact behavior fails to address the appropriate use of these behavioral skills lies in knowing when and with which students to use a 'behavior' such as peer correction or mime; training should therefore complement skill practice with the analysis of classroom situations and choices teachers make

Exposure to a single model of teaching perpetuates the fiction that there is one best way to teach, prevents exposure to alternative teaching strategies and the exploration of the conditions under which these alternatives might be appropriate.

Model-based training is inflexible; it only equips teachers for the conditions assumed by the initial training; if circumstances or curriculum objectives change and the initial teacher education routines cease to be appropriate, teachers may lack the skills to cope with new teaching demands;
Modeled teaching behaviors may not be transferred to culturally different settings because their meaning is not the same (e.g, strong eye contact between

teacher and pupil may signal attention in one culture but defiance in another). (P.29)

These criticisms are valid because both the behavioral model and the traditional craft model approaches to the training of student teachers fail to consider learner teachers potential to make use of their personal experiences to judge and make decisions to a host of learning and teaching problems they encounter in the actual classrooms that are filled with students who have diverse learning backgrounds, motivations and attitudes to learning.

### 2.2.2 The Applied Science-Model

In contrast to model-based learning and teaching, the applied science model of teacher education bases its approach on the achievement of empirical sciences. In this model, it is assumed that any teaching problem is scientifically analyzed and experimented and the result of the findings is presented in the form of visual or written models that can be conveyed to trainee teachers or practitioners to be applied in practice in order to achieve a defined objective. In the words of Wallace (1991, p.8), "the underlying principle of this model of teacher education is that "practical knowledge of anything is simply a matter of relating the most appropriate means to whatever objectives that have been decided on". Wallace (1991, 8) concludes: "The whole issue of practice of a profession is, therefore, merely instrumental in nature".

The most evident problem of this model is the belief that research findings that worked well in one experimental context will work in other contexts. Like the models discussed above, the Applied-science model considers the practitioner as a mug in a jug. In other words s/he is taken as passive recipient of knowledge generated by others. His or her responsibility is only to enact what is transmitted.

Therefore, in the models discussed above, learning to teach has been viewed as something that could be transmitted from the expert to the novice by turning mass of knowledge or skills into smaller bits in order to make training and learning outcomes manageable. As William (1997) pointed out such a view of training can be accomplished by breaking knowledge or skills down to manageable chunks, and imparting those to student teachers who absorb them wholesale, and put what they have been taught into practice. Williams & Burden (1997) further explained that in the transmission model theory is conceived of as a body of external wisdom which is to be learnt by trainee teachers, and which will inform practice. These traditional transmission models, therefore, reflect an assumption that knowledge acquisition leads to behavioral change. The ultimate purpose in traditional models may be improved performance, but the directly observable purpose is knowledge transmission (Williams & Burden 1997). The trainer spends most of the available time in these sessions transmitting information to generally passive recipients and testing the acquisition of that information.

With regard to learning strategies, these models hardly engage a learner in the learning process. Instead the trainer/instructor dominates the learning session. In the words of Osterman and Kottkam (1997: p 17) "The instructor assumes the dominant role, and controls the nature and direction of the learning process, establishing expectations and providing expertise". In other words, teachers and teacher educators start with knowledge already organized and proceed to ladle it out in doses. In contrast, the learner adopts a subordinate and passive role as consumer of knowledge, complying with expectations and puts into practice what is offered.

### 2.2.3 Constructivist Model of Learning and Teacher Education
#### 2.2.3.1 Cognitive psychology

In contrast to behaviorism, cognitive psychology is concerned with the way in which the human mind thinks and learns. Cognitive psychology is therefore the

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mental process that is involved in learning. This includes such aspects as how people build up and draw upon their memories and the ways in which they become involved in the process of learning.

To understand this kind of cognitive approach we need to look towards the constructivist movement. Jean Piaget has been the dominant figure in cognitive developmental psychology. One of the most enduring aspects of Piaget's work has been his emphasis on the constructive nature of the learning process. In contrast to more traditional views which see learning as the accumulation of facts or the development of skill, the main underlying assumption of constructivism is that individuals are actively involved right from birth in constructing personal meaning, that is their own personal understanding, from their experience.

Piaget himself was mainly interested in the way in which people came to know things as they developed from infancy to adulthood. He saw cognitive development as essentially a process of maturation, within which genetics and experience interact. The developing mind is viewed as constantly seeking equilibrium, i.e. a balance between what is known and what is currently experienced. However, Piaget's emphasis upon individual development caused him to overlook the significance of the social environment of for learning.

### 2.2.3.2 Social interactionism

As briefly discussed above we have seen that cognitive approaches to psychology emphasize the learner's cognitive involvement in learning. Such approaches have had a significant impact on language teaching methodology, moving us towards methods involving the learners being actively engaged in making some of their language input, and more cognitive approaches to grammar teaching. However, an understanding of the workings of the human

mind is not in itself adequate to explain what goes on when we learn something.

A psychological approach that encompasses the insights provided by cognitive and humanistic approaches perspectives is social constructivism. The two most well-known psychologist of this school of thought are the Russian, Vygotsky, and the Israeli, Feuerstein. Both Vygotsky and Feuerstein in their own way took issue with the Piagetian view that from the time of their birth children learn independently by exploring their environment, and with the behaviorist view that adults are entirely responsible for shaping children's learning by the judicious use of rewards and punishments. For social interactionists, children are born into a social world, and leaning occurs through interaction with other people.

Central to the psychology of both Vygotsky and Feuerstein is the concept of mediation. This is a term used by psychologists to the social interactionist school to refer to the part played by other significant people in the learners' lives, who enhance their learning by selecting and shaping the learning experiences presented to them. Basically, the secret of effective learning lies in the nature of the social interaction between two or more people with different levels of skill and knowledge. The role of the one with most knowledge, usually a parent or teacher, but often a peer, is to find ways of helping the other to learn

Vygotsky's most widely known concept is probably the zone of proximal development (ZPD), which is the term used to refer to the layer of skill or knowledge ehich is just beyond that with which the learner is currently capable of coping. The concepts of mediation and zone of proximal development are important ones in social interactionist theories.

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Therefore, unlike the transmission models (behaviorism and apprentiship) of teacher education, in constructivist model, learning is not viewed as something that is imitated or accepted passively, but  all learning takes place when an individual constructs. a mental representation of an object, event or idea (Bell and Gilbert,1995). This is a shift from behavioral or craft models to cognitive perspective of learning. According to the cognitive view, learning is not thought of as the acquisition of predetermined knowledge or skill to be measured according to some external standard. Rather, it is concerned with learners' construction of their own knowledge or understanding in ways that are personal to them so that what they learn has personal significance (William 1999). By implication, this view indicates that "all learning involves relearning, reorganization in one's prior representation of the world" (Jon Rogers, 1998:23), which according to Dewy, (1938:64) "There is no intellectual growth without some reconstruction, some reworking".

The acquisition of knowledge is not only limited to the reorganization of  prior knowledge in one's mind, but also involves active participation of the learner in the learning situation. This approach to learning views knowledge as being negotiated and acquired through social interaction (Smith, 2001). This perspective recognizes the learner as an active participant with prior knowledge and experience, and which views teachers and students as co-constructors of meaningful interaction (Smith, 2001). For example, in the teaching and learning of English this approach finds expression in activities like cooperative learning (Long and Porter 1985), teacher-student negotiated theme cycles (Richard-Amato1996), process writing and portfolio assessment (Gomez, 1998)

Therefore, the social constructivist model of teaching and learning considers four sets of factors which influence the learning process-teachers, learners, tasks and contexts. However, none of the of these factors exists in isolation.

They all interact as part of a dynamic, ongoing process. This is illustrated diagrammatically in the following figure:

Teachers select tasks which reflect their beliefs about teaching and learning. Learners interpret tasks in ways that are meaningful and personal to them as individuals. The task is therrore the interface between the teacher and learners. Teachers and learners also interact with each other; the way that teachers behave in classrooms reflects their values and beliefs, and the way in which learners react to teachers will be affected by the individual characteristics of the learners and the feelings that the teacher conveys to them. These three   elements: teacher, task and learner are in this way a dynamic equilibrium.

In addition to this, the context in which the learning takes place will play an important part in shaping what happens within it. This includes the emotional encironment, for example, trust and belonging; the physical environments; the whole school ethos; the wider social environmental the political environment and the cultural setting.

The constructivist model emphasizes  reflection as a tool to understand and interpret knowledge that comes as input to the learning situation. Consequently, the reflective model of teacher education seeks to identify, assess, and change the underlying beliefs, and assumptions, which directly influence actions. In reflective practice, the learning goal is not merely acquiring knowledge but creating and applying knowledge in an effective and appropriate way.

The shift from model-based learning and teaching to the constructivist framework in teacher education is clearly exemplified in Griffiths' (1977) reinterpretation of classical micro-teaching. Griffiths (1977) recognizes that

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learning by means of micro-teaching could be explained in terms of conceptual development arising from input, skill practice and personal experience, rather than behavioral change resulting from efficient shaping. He adopted an explicitly constructivist model to account for learning by micro-teaching. His model consists of four elements that teacher educators should consider while training student-teachers in a micro-teaching context: First, before entering micro-teaching programmes, each student has distinctive, complex conceptual schemata relating to teaching and teacher education. Second, there are large individual differences in these conceptual schemata, but large areas of commonality may also exist through the embedding of these schemata within the ideologies of teaching subjects. Third, the conceptual schemata show a high degree of stability, but gradual change can occur through the acquisition of new constructs and principles from instruction and experience. Finally students' conceptual schemata to a large extent control their teaching behaviour, and changes in teaching behavior result from changes in schemata. The implications of the 'learner as constructivist' view in initial training are summarized by Roberts (2001: p.26):

First, it anticipates learner teachers' diverse expectations of and responses to the initial training education course itself.
Second, it accepts that one has to work from the personal theories which each student brings to a course. Third, it justifies space in the curriculum to develop self-awareness and also to explore each student's interpretations of input and their own classroom experiences.Forth, student teacher's thinking likely to be influenced by knowledge of learners' perspectives. Finally, it suggests that novices may benefit from sharing the thinking of effective teachers to enrich their own thinking.

In light of this, therefore, a constructivist view of teaching holds that there is never any one right way to teach. In taking account of what a constructivist

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approach provides to teachers, Von Glasersfeld (1995, p.87)) asserts: "Constructivism cannot tell teachers new things to do, but it may suggest why certain attitudes and procedures are counterproductive, and it may point out opportunities for teachers to use their own spontaneous imagination."

This extract implies that teaching, like learning, is concerned with teachers making every effort to make sense of or understand from a situation in which they find themselves. This in turn leads teachers to view teaching as a self-discovery process in which teachers try to construct their own theory of teaching that draws on their experience and knowledge accumulated over time. According to William and Roberts (1997, p.52) "a constructivist approach to teaching emphasizes that no two teachers and no two teaching situations are ever the same. For the constructivist, both the contents of any lesson and the way in which it is offered are part of the person of each individual teacher". They further add that:

The need here, therefore, is for teachers to become more self-aware with regard to their beliefs and the ways in which they make sense of the world, particularly with regard to their views about education and how those views themselves come to be shaped. At the same time, they need to be aware also that they themselves are being construed by their learners and that, their actions and their interactions form part of every individual learner's own construction of knowledge (p.53).

What we can understand from above is that the constructivist approach to education is the development of teacher self-awareness of his/her theories of teaching and of the ways learners perceive them while they are engaged in the teaching and learning situations. So to develop such a view of teaching and learning, teachers need to reflect on their teaching experiences, and thereby

improve their practice of teaching and develop their professional competence, which are themes considered in the next sub-sections.

## 2.3 Teacher Reflection

On the way to understanding the concept of 'teacher reflection', we need to look for the seedbeds of ideas of the term itself. The term 'teacher reflection' its current connotations can be traced back to Dewey (1933, 1938), who contrasted 'routine action' with 'reflective action'. According to Dewey (1938) routine action is guided by factors, such as tradition, habit or authority and by institutional definitions and expectations. By implication routine action is relatively static and is thus unresponsive to changing priorities and circumstances. Reflective action, on the other hand, involves a willingness to engage in constant self-appraisal and development. Among other things it implies flexibility, rigorous analysis and social awareness ( Dewey, 1938).

Dewey (1938) argued that the ability of an individual to reflect is initiated only after they identify a problem as well as recognizing and acknowledging the uncertainty this generates. He also claimed that reflective thinking requires continual evaluation of beliefs, assumptions and hypotheses against existing data and against other plausible interpretations of the data.

Schon (1983, 1987) following Dewey, has done a lot of work to understand how knowledge of practice can be generated. As a result of this long and arduous search, he identified two forms of knowledge: 'technical rationality' and 'professional artistry'. Technical rationality is the phrase he uses for scientific knowledge that has been generated by research and referred to as 'knowing that' (facts). In contrast, professional artistry is intuitive knowledge derived from individual experience and referred to as 'knowing how'. Both types of knowledge are required when experiencing teaching, as a novice and/or expert teachers. Here, the teacher is viewed as an artist who uses the technical

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rational knowledge derived from scientific investigation as one source of the generation of knowledge and further tries to enquire and reflect the extent to which this knowledge is workable in his/her working environment.

Since then reflection has developed a variety of meanings as the bandwagon has traveled through the world of practice (Loughran, 2002). Different scholars and writers in the field of reflective practice have applied it across professions and interpreted it in different ways. For instance, Calderhead and Gates (1993) have identified it as a set of abilities and skills set in the context of appreciating the political content of teaching. Proctor (1993) emphasizes the exercise of criticality in reflective practice. Still others (e.g. Moon, 1999) see reflective practice as a state of mind, something that involves noticing aspects of ones practice.

These differing views of reflective practice imply that there is no one behavior or one consistent set of behaviors that is reflective practice but features that tend to be identified as characteristics of reflective practice (Moon 1999). Moon (1999) summarized some of the features that tend to be identified as characteristics of reflective practice:

The subject matter of reflection is likely to be one's own practice, paying more or less attention to the setting of the practice;

Reflective practice may refer to reflection on the everyday events of practice or the conditions that shape reflection, such as political influence;

Reflection may be ongoing or a reaction to a specific event or an unexpected occurrence or observation of a problem; it is characterized by states of uncertainty; it may have an ethical or moral content;

Reflective practice may have a strong critical element;

The end point of reflection in reflective practice may not be resolution of an issue, but attainment of a better understanding of it;

Reflection will have involved the process of thinking, but it may be aided by the process of articulation of the thinking orally or in written form;
Still within the overall context of improving practice, the immediate aim may be self-development or professional development or self-empowerment or empowerment of the educationalist within the political sphere;

Reflective practice is usually enhanced when there is some sharing of the reflection with others. (p. 6).

Meanwhile, in an attempt to identify patterns of reflective practice in one's work, educational researchers and teacher educators have approached the theme 'teacher reflection' from different vantage points and models. The models are thought to capture the elusive qualities of reflective practice for practical applications (Moon, 1999).

Van Manen (1977) thought of reflection as a progression involving three distinct stages: the first deals with the effective application of skills and technical knowledge in the classroom setting. Here, reflection is limited to analyzing the effects of strategies used. The second stage concerns with the assumptions underlying a specific classroom practice as well as the consequences of that practice on student learning. By implication at this level of reflection teachers assess the educational implications of their actions and beliefs. The third level entails questioning the moral and ethical dimensions related, directly or indirectly, to the classroom situation. At this level, reflectors make connections between situations they encounter in the classroom and the

broader social, political, and the economic forces that influence those events and actions.

Schon (1987) recognizes three different modes of reflection which are not necessarily developmental. These are reflection-in- action, reflection –on-action, and reflection-for-action. Reflection-in-action is a spontaneous reflection while doing the teaching action. Reflection-on-action is retrospective in nature and involves one to reflect on his/her actions and thoughts after an action is completed. The third- reflection-for-action involves the teacher in reflection to guide future actions.

Zeichner and Liston (1987) define reflection as having two distinct levels. The first, routine action, is guided by external authority and experience with little thought given to justification for actions taken. The second, reflective action, on the other hand, is inspired by the teacher as a moral craftsman concerned with the moral and ethical considerations

Pratte and Rury (1991) see reflection in teaching as a moral craft. They (1991, 18) say, ''Teachers should possess a capacity for self-evaluation, of deep satisfaction at something well done or remorse for something failed, shame at slovenly work, a loss of self-respect for carelessness and intellectual disposition''. By implication this tells teachers to be critical reflectors on their work in order to achieve a better understanding and make informed decisions of their actions

Critical reflection, therefore, involves thinking and problem solving (Copeland, Birmingham, Dela-Cruz, & Lewin1993; Dicker & Minda-Amaya, 1997). Problem solving is a process in which capable individuals attempt to make sense of a challenging situation, identify areas of practice needing scrutiny, define goals for improvement, and pursue actions to accomplish them. Reflective

practitioners are thus expected to use this process to modify and enforce their understanding of professional practice (Deborah 2000).
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The end result of problem solving is thus reconstruction of knowledge via the mechanism of critical reflection. As Ginsberg (1988) put it:

Critical reflection must involve practical experience as well as a knowledge base for thinking: critical praxis is the process of combining critical thinking and critical practice. The issue here is to retain a critical stance toward society, schooling, and teacher education, whole developing and refining strategies for action, for intervention in political, economic, and ideological arena. It is not just a question of theory informing practice, but also practice informing theory. (p.202)

If, therefore, teachers are to be critical reflectors on their teaching practices and other school wide issues, it is important to understand how teacher education institutions develop their teacher trainees' skills of critical reflectivity. This issue is briefly discussed in the next section.

### 2.4 Developing the Teacher as a Critical Reflective Practitioner

One significant product of the appeal of the idea of reflective practice is the adoption of reflection as a foundation for many teacher education programmes (Richert, 1990; Russel, 1997; Valli, 1993). As a result, preparation of reflective teachers has become an important theme in teacher education because educational researchers and reformers put up a great challenge to teacher education programmes to prepare teachers who are autonomous models of intellectual independence for their students (Cook1993, Pultorak 1993), teachers able to reflect about their behavior and surroundings and make valid decisions (Guyton & Mclntyre, 1990; Smyth, 1992). The roots for this challenge, as stated earlier, originated with Dewey (1933) who raised questions

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about how to prepare reflective teachers with the capability and orientation to make informed and intelligent decisions.

Dewey's (1933) vision of teacher education postulated the development of future teachers empowered to improve upon the conditions of schools. The teacher quality, he believed, most important is critical reflection, pointing out that reflection is an active, persistent, and careful consideration of any belief or supposed form of knowledge in light of the grounds supporting it and future conclusions to which it tends (Dewey, 1933).

Schon (1983, 1987) has also stimulated a great deal of interest in teacher education with the concept of 'reflection-in-action'. Schon argues against a view of professional action as an applied science in which the theories of the sciences are put to use in practical situations. He suggests that such a view undervalues the artistry of the professional, which he further elaborates as a process of reflection-in-action. Reflection-in-action is viewed as the exercise of interactive skills, in the analysis and solution of complex and ambiguous problems (Calderhead 1989).

Reflective teaching approaches to professional training and development have thus been associated with notions of growth through critical enquiry, analysis, and self-directed evaluation, and have sometimes been distinguished from behavioral skill or craft apprenticeship approaches which, in contrast, emphasize the acquisition of pre-determined classroom practices (Calderhead 1989). And, because of this notion of professional training and development, teacher education programmes have been attracted by Schon's 'the reflective practitioner' model which has acquired popularity with teachers too, for "...it seems to link espoused commitment to critical thinking with their experience of largely uncritical practice" (Moon 1999, 26).

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If, therefore, teachers and teacher educators wish to develop and sustain critical reflection in their teaching and training actions, they need to uncover the forces that inhibit and constrain reflective practices. With regard to this, Smyth (1989) suggests that teachers and teacher educators need to engage in four forms of action with respect to teaching. These forms are characterized by four sequential stages (describing, informing, confronting, reconstructing) that are linked to a series of questions. Dawn Francis (1995) added one form of action - 'challenging' to reinforce the belief that reflection should lead to action. The modified forms of action are shown below.

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Describing

    What do I do? Detailed observational description without judgment.

2. Informing

What does this mean? search for patterns or principles underpinning the described Practice.

3. Confronting

    How did I come to be this way? Examination of the broad historical, social and cultural context

4. Reconstruction

    How might I view/do things differently? Consideration of alternative views and generation of goals for future critical action.

5. Challenging

    Is the new action better than the previous one? Yes/no. Why?

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Figure 2.1. Stages in personal and professional empowerment

(Smyth's (1989) model adapted by Francis, D. 1995: 232)

In the above model the five forms of action are thus thought to be key ingredients in the preparation of teachers to be critical reflectors of their own and of others work. By implication this leads toward enabling trainee teachers

to be critical of their teaching habits in ongoing bases in order to scale-up the development of professional competence..

Traditional teacher development programmes have taken different forms, ranging from short-term courses to long-term programmes, such as qualification in degrees, etc. These models of teacher development and teaching improvement schemes have proved inadequate for the teacher to be effective because their approaches have been emphasizing on the acquisition of pre-determined classroom practices or craftsmanship (Williams &Burden 1997).

The introduction of a teacher development model with emphasis on the teacher –in – the classroom (Joseph 1993) that the reflective practice approach has been adopted in several teacher development programmes.

A reflective practice approach has thus derived its value from the fact that it is based on how professionals develop professionalism and it is therefore, grounded on a broad base of professional knowledge and experience (Wallace 1991). Central to professional development is a process of reflection on one's own action in practice, and this involves collecting data about ones practice and use the data as a basis for critical reflection. This process of inquiry is not, however, a one-off activity but rather be conducted from time to time in order to investigate ones theory of action against theories generated through research. In connection with this view, Dewey (1933) claimed that reflective thinking requires continual evaluation of beliefs, assumptions and hypothesis against existing data and against other plausible interpretations of the data. This, according to Silvia, (2003) is a perfect process for a practitioner who does not espouse routine practice.

Likewise Moon (1999) suggests that teachers as inquirers must from time to time examine their theory of action. Moon (1999) further explains how this professional development should go about in the following way.

In order to do this teachers must first make explicit their espoused theories (what they say about teaching) and their theories-in-use (the behavioral world of the classroom.) Only by evaluating the compatibilities or incompatibilities which exist within and between these two elements of their theory of action and the contexts in which these occur will teachers be able to increase their knowledge of teaching (p,14).

This approach to professional development involves teachers to develop a particular type of theory of teaching that involves teachers in creating an approach that draws on their personal principles, beliefs and values they attach to the notion of effective teaching. In connection with this, Marland (1995) points out that the explanations given by teachers for what they do are typically not derived from what they were taught in teacher education programmes- Rather, the classroom actions of teachers are guided by internal frames of reference, especially in school ones, and are based on interpretations of those experiences (P.88).

Reflective practice approach to professional development thus does have many benefits to offer to teachers. As Ash (1993) suggests reflective teachers can improve their teaching by critically evaluating themselves by reflecting on questions like 'what is the role of students in the classroom activities'? And 'How well may I use of a variety of instructional strategies that impact on my students?' Therefore, when teachers use reflection, they can personalize the issue of professional development. In addition, reflection can make teachers care about teaching and help them become aware of the values that they have incorporated during their socialization into the profession (Korthagen 1993).

The goal of teacher education and training programmes is therefore building teachers' professional competence through the provision of necessary reflective skills of observing, describing, analyzing and critically commenting on his/her work, and attitudes towards teaching  and learning processes. Here one can pose questions like: How is this professional competence further developed? And what does the concept professional competence mean?

Different scholars have interpreted professional competence and its further development in different ways. Wallace (1991), for instance, sees professional competence in two senses. In one sense it is an indication that someone has completed a certain minimum requirements for an exercise of ones profession, and is awarded a certificate as a proof for his/her successful completion of the training. Wallace (1991) terms this a 'fixed hurdle', which refers to someone has adequately completed a training programme, for which s/he may not need to return to the same certification. The other sense of professional competence is seen as a moving target or horizon, which professionals travel throughout their career for the improvement of their professional practice. What can be implied from this sense is that professional certification is not a terminal point but a point of departure. This in turn may imply that a compulsory and/or continuous teacher training and development programmes provided by teacher education and other training institutions may not be adequate for a teacher's professional growth and development. Teachers professional competence also draws on a teacher's self-awareness and readiness for change and development. With regard to this, Head and Taylor (1993) have the following to say:

> Teacher development, as we understand it draws on the teachers' inner resource for change. It is centered on personal awareness of the possibilities for change and of what influences the change process. It builds on the past because recognizing how past experiences gave or have not been developmental helps identify opportunities for change in the present and future. It also draws

on the present, in encouraging a fuller awareness of the kind of teacher you are now and of other people's responses to you. It is a self-reflective process, because it is through questioning old habits that alternative ways of being and doing are able to emerge  (p.1).

Therefore, teacher professional competence development is a process of becoming "The best kind of teacher that I personally can be" (Underhill 1986 P.1). This process of development, however, requires teachers to inquire into their own professional practice on a regular basis by asking varied questions that help them to think and recognize that change and growth can be realized through their own efforts. As Head and Taylor (1997) state:

To the extent that teachers are regularly asking themselves,  "How can I become a better teacher?' How can I enjoy my teaching more? 'How can I feel that I am helping learning?' they are thinking about ways of developing, they are acknowledging that it is change the way they teach and perhaps also the preconception that they have about teaching and learning.(p.1).

Such professional stance of a teacher towards his or her professional work seems to show their commitment to inquire into their teaching experience so as to understand themselves better and to improve their teaching through reflection.  In this regard Moon (1992, 22) argues, "Teachers who reflect in, on and about their actions are not only engaged at understanding themselves better but also their teaching". In so doing thus  teachers are engaged in some kind of research that assist them extend their professionalism. Stenhouse (1977) elaborates the extended professionalism of a teacher as researcher as involving:

- The commitment to systematic questioning of one's own teaching as a basis for development;
- The commitment and the skills needed to study one's own teaching;

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- The concern to question and to test theory on practice by the use of those skills;

- To allow other teachers to observe your work directly or through recording and to discuss with them on an honest basis. (p. 144)

All these commitments and concerns of a teacher are attempts to move beyond the level of automatic or routine responses to classroom situations and achieve a higher level of awareness of how s/he teaches, of the kinds of decisions they make as they teach (Richards 1991).

Many aspects of teaching occur daily. As a result teachers may be prompted to make use of teaching strategies that are acquired throughout their experience. However, as Parker (1984, p.4) points out, "… for many experienced teachers, many classroom routines and strategies are applied almost automatically and do not involve a great deal of conscious thought or reflection".

How then should these teachers move beyond the routine actions? Proponents of reflective practice suggest one way to do this is through observing and reflection on one's own teaching and using observation and reflection as a way of bringing about change. What this implies is that reflective thinking enables the teacher to look inward and outward in order to make informed decisions that have characteristic implications for the development of reflective teaching, a theme discussed next.

## 2.5 Characteristics of reflective teaching

As the aim of this study is unravelling the extent to which English teachers' are able to critically reflect on their teaching actions, I now discuss the characteristics that are implied in reflective teaching practices.

Based on Dewey's (1933) notion of 'routine action' and 'reflective action' discussed earlier, Pollard and Triggs (1997) identified six characteristics that are implied in reflective teaching.

1. Reflective teaching implies an active concern with aims and consequences, as well as means and technical efficiency;

2. Reflective teaching is applied in a cyclical or spiraling process;

3. Reflective practice requires competence in methods of classroom inquiry, to support the self-development of teaching competence;

4. Reflective practice requires an attitude of open-mindedness, responsibility and whole-heartedness;

5. Reflective practice is based on teacher's judgment which is informed partly by self-reflection and partly by insights from educational disciplines.

6. Reflective teaching, professional learning and personal fulfillment are enhanced through collaboration and dialogue with colleagues. (p. 9)

Each of the six characteristics are discussed in relative detail below.

### 2.5.1 Aims and consequence

The issue of aims and consequences are associated with two different yet related educational circumstances. According to Pollard and Triggs (1997), the first issue is related to the immediate concerns of classroom practice. This phenomenon holds a teacher to be responsible for the actions he or she takes in the classroom. The second is related to being active, as professional, to contribute to the development of curriculum, assessment, accountability and management etc. advanced by educational policy makers. In this connection Andrew Pollard and Triggs (1997) suggest that a reflective teacher should acknowledge the political process and be willing to contribute to it both as a citizen and as a professional.

### 2.5.2 Reflective teaching as a cyclical process

When reflective teaching is taken as a cyclical or spiralling process, it is to indicate its dynamic nature; it requires teachers to research on their classroom practices in an ongoing manner in order to enhance classroom practice and personal professional development. Put simply, teachers roles in teaching and learning are not only limited to what they are principally expected to do, such as preparing a lesson, making provisions for it and acting, but also monitoring, observing, and collecting data on their own and the pupils intentions, actions and feelings. This evidence then needs to be critically analyzed, judgments made and decisions taken. This may pave the way for teachers to critically evaluate their classroom practice before beginning the process all over again.

### 2.5.3 Competence in classroom inquiry

The third feature of reflective teaching identified by Pollard and Triggs refers to teachers' competence in methods of classroom inquiry. They identified three competencies that teachers are expected to demonstrate. These are empirical competence, analytical competence and evaluative competence. Each of these competencies is believed to contribute to the cyclical process of reflection just discussed above.

Empirical competence is concerned with collecting data, describing situations, processes, causes and effects with care and accuracy. This competence is then followed by analytical competence. Reflective teachers need to have this competence in order to make meaning out of the 'raw' descriptive data they collect. Reflective teachers competence in methods of classroom inquiry becomes complete when that analysis is then carefully evaluated.  Competence in evaluation requires teachers to assess the empirical and analytical results obtained in order to make them be sound in their judgments about the educational consequences of the practical inquiry. As Pollard and Triggs (1997:12) put it, "Evaluation in the light of aims, values and experiences of

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others enables the descriptive and analytical results of an enquiry to be applied to future policy and practice".

### 2.5.4 Attitudes towards teaching

The fourth feature of reflective teaching is attitudes of open-mindedness, intellectual responsibility and whole-heartedness. As Dewey(1933, p.29) put it. "Open- mindedness is an active desire to listen to more sides than one, to give heed to facts from whatever source they come, to give full attention to alternative possibilities, to recognize the possibility of error even in the beliefs which are dearest to us."

Dewey's idea of 'open-mindedness' suggests that two minds are better than one. So accepting this position will inevitably lead to making rigorous reflection on our own and others classroom practices.  Teachers thus should take and use it as an important ingredient to the task of rigorous reflection. With regard to how we use the concept 'open-mindedness', Pollard (1997:13) has this to say, "We thus use it in the sense of being willing to reflect upon ourselves and to challenge our assumptions, prejudices and ideologies as well as those of others". However, being open-minded to ward such values is not adequate. Reflective teaching also entails a teacher to be intellectually responsible for aims he or she sets.

The second attitude towards teaching which Dewey saw as a prerequisite for reflective action is intellectual responsibility. According to Dewey (1933, p.30), intellectual responsibility means " ...to consider the consequences of a projected step; it means to be willing to adopt the consequences when they follow reasonably....Intellectual responsibility secures integrity."
The value position implied in the above quotation is clearly related to the teachers' local environment that is the school context and classroom practice. In this context therefore a teacher shoulders great responsibility for his or her actions that originate from his or her set aims or aims set by policy makers.

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Dewey's third necessary attitudes towards teaching is 'wholeheartedness'. It is all about being wholly committed to ones work. As Dewey (1933, p.30) put it, "There is no greater enemy of effective thinking than divided interest…. A genuine enthusiasm is an attitude that operates as an intellectual force. When a person is absorbed, needs to be demonstrated, the subject carries him on".

The three reflective teaching attitudes: open-mindedness, intellectual responsibility and wholeheartedness are thus important ingredients of reflective classroom competence that teachers should exhibit in their day to day teaching practices that lead to the development of their professional competence.

### 2.5.5 Teacher judgment

The fifth attribute of reflective teaching is teacher judgment, which according to Pollard, is informed partly by self-reflection and partly by insights from educational disciplines. Teacher judgment which is based on self-reflection is associated with Schon's (1987) work on the reflective practitioner. Schon distinguishes scientific professional work, such as laboratory work from 'caring' professions such as education. He called the former 'high hard ground' for it is supported by scientifically designed research tools that can quantify data and make analysis easy and research results valid. On the other hand, 'caring professions', are described by Schon as 'swampy lowlands' as messy and therefore involve qualitative issues that require the professional practitioner to enquire into his work through rigorous reflection and interpretation. Here it seems possible to recognize teachers artistry in making adjustments to their actions on the basis of their experience. However, Pollard (1997) argues that teachers' judgment should not only be based on his or her own self-reflection but should also include other educational insights derived from research. The rational for his argument is that " …because such research findings are based on comparative, historical or philosophical, research on empirical studies, pupils or schools on innovative methodologies, or on developing theoretical

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analysis, they have the potential to complement, contextualize and enhance the detailed and practical understandings of teachers" (p.15).

Therefore, reflective teachers need to appreciate the complementary relationship that exists between personal reflection on ones past experience and insights obtained from research findings.

### 2.5.6. Learning with colleagues

The sixth and the last attribute of reflective teaching, identified by Pollard, is learning with colleagues. This attribute has a great potential value for individuals who desire to grow as professionals in their area of work. Collaborating in reflective activity can help a teacher to exchange experiences, talk about issues of concern such as evaluation of students work. Doing all these will assist a teacher to critically see whether he or she has done well (or badly). Emphasizing on the value of engaging in learning with colleagues, Kohl (1986 cited in Pollard & Ttiggs (1997) say:

> Collaboration produces discussion and action together. Aims are thus clarified, experiences are shared, language and concepts for analyzing practice are refined, the personal insecurities of innovation are reduced, evaluation becomes reciprocal and commitments are affirmed. Moreover, openness, activity and discussion gradually weave the values and self of individuals into the culture and mission of the school or course. This can be both personally fulfilling and educationally effective    (p.16).

What can be gathered from above is that collaboration in reflective activity empowers individuals to contribute not only to their personal professional development but also to the fulfillment of school-wide change initiatives.

In a nutshell, therefore, the six attributes, taken together, may enhance the development of teachers level of competence, understanding the various dimensions of school and classroom contexts in classroom decision making. In other words, teachers can develop different abilities- such as cognitive abilities,

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(e.g. understanding, analyzing and interpreting information), interpersonal abilities (e.g. relating to and supporting others), and motivational abilities (e.g. commitment to achieve (Klemp, 1977).

So far an attempt has been made to present a discussion of the characteristics that are implied in reflective teaching. But because reflective activity cannot and does not take place in a vacuum, we need to raise and relatively briefly discuss about the process  required in conducting reflection. As pointed out earlier, many different approaches can be used if one wishes to become a critically reflective teacher. These include observation of oneself and others, peer-teaching, and expressing ones view of teaching through writing, and teacher-group discussions. Nevertheless, central to any approach used involves a three-part process (Bartlett 1990). These are:

### Stage1. The teaching event itself

Teaching as an activity is a continuous process. So if one wishes to critically reflect on his or her own action, he or she has to start from an actual teaching episode, such as a lesson. It is by being in this situation that the teacher is expected to start the process of critical reflection.

### Stage2. Recollection of the event

The next stage in reflective activity is examining ones experience by narrating what happened without giving any explanation or evaluation. In other words, care must be taken not to include any bias that damages the objective reality of the event. Several different procedures can be used during the recollection of phase, including written descriptions of an event, a video or audio recording of an event, or the use of check lists or coding systems to capture the details of an event.

**Stage3. Review and response to the event**

Following the objective description of the event, the teacher or participant of the reflective activity returns to the event and makes a review. It is at this stage that the teacher goes deeper to critically see his or her work, by raising pertinent questions about teaching and learning processes.

These three stages and the six characteristics of reflective teaching implied in reflective teaching are key components that reflective teachers should take into account when practicing teaching. But how can one know whether or not a given teacher is employing such professional practice to become an effective teacher? This called for research in teacher reflection that has emphasized on studying the classroom teacher in order to account for effective teaching.

## 2.6 Origin and Development of Teacher Reflection Research in General Education

Scholars in the field of education have been attempting to account for effective teaching. Some of these attempts fall within the positivist paradigm. The principal concern of the positivist is "measuring characteristics of teachers, with correlative information, and with drawing general conclusions from the results obtained" (Williams & Burden 1997, 46). This sort of approach to the study of effective teaching, according to Williams & Burden (1997,47) is "sometimes referred as process-product studies, in that one of their major concerns has been to identify what kind of action on the part of teachers is most likely to bring about a desired result (e.g. good exam results)". These studies, which dominated research in teacher education in the 1960s and 1970s, attempted to identify quantifiable classroom behaviors and their learning outcomes [Freeman, 1994; Williams & Burden, 1997).

Different studies have been carried out to identify what constitutes good teaching. In his book The Essence of Good Teaching, Seymour Erickson (1984: cited in Williams & Roberts 1997, p.47) describes a study in which the views of

students and administrators were analyzed. The conclusion drawn was that an outstanding teacher should be an inspiring instructor who is concerned about students, an active scholar who is respected by discipline peers, and an efficient, organized professional who is accessible to students and colleagues.(Williams & Burden 1997,47). Other studies, as in Merrett and Wheldall's (1990) positive teaching mode describe ways of behaving as suggested by other people who do not have classroom experience.

Two research studies, Rosenshine (1971 and Rosenshine and Furst (1973 cited in Sotto 1994) reviewed a number of process-product studies and examined the connection between various forms of teacher behaviour and  measurable learning outcom5es such as student learning achievement.  In this attempt they were able to identify key factors contributing to effective teaching:

- Clarity of presentation;
- Variety of activities in lessons;
- Achievement-oriented behaviour in classrooms;
- Opportunity to learn criterion material;
- Acknowledgement and stimulation of student ideas;
  (lack of) criticism;
- Guiding of student answers; and
- Shows enthusiasm (p.41)

Although some attempts have been made to put these factors into guidelines for action (e.g. Perrott 1982), generally they were found unhelpful for most teachers looking to improve their teaching practices. According to Sotto, (1994)

This is partly because such factors are themselves open to a variety of interpretations (e.g. what exactly is meant by 'enthusiasm'?), but also because in the real world good teachers come in all shapes and sizes, with a wide range of different personalities, beliefs and ways of working. They also come from

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different backgrounds and belong to different cultures. We would, therefore, expect them to work in different ways that suit their own personalities and situations.

(p.42)

In another study of effective teaching, Brown and Mclntyre [1992)  report on a study of the opinion of seventy-five 12- 13 year-olds in one city-comprehensive school in the UK as to what made a good teacher, identified ten   categories as representing elements of good teaching:

- Creating a relaxed and enjoyable atmosphere in the classroom;
- Retaining control in the classroom;
- Presenting work in an interesting and motivating way;
- Providing conditions so pupils understand the work;
- Making clear what pupils are to do and achieve;
- Judging what can be expected of a pupil;
- Helping pupils with difficulties;
- Encouraging pupils to raise their expectations of themselves;
- Developing personal, mature relationships with pupils;
- Demonstration personal talents or knowledge (p.89).

When concluding their studies, however, the authors found themselves in a dilemma in that although they identified such professional knowledge amongst teachers, they couldn't draw simple conclusion or generalizations about how this highly complex knowledge could be changed into guidelines for action.

From the above research findings, the process-product research approach to the development of effective teachers and teaching seems inadequate (Head and Taylor 1997). Therefore, when the process-product research orientation of the 1960s and 1970s proved inadequate to fully explain the complex nature of

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teacher education, teacher education researchers moved to more interpretive forms of research approaches to inquire that honor the complexity of learning to teach (Zeichner 1989). And therefore this called for a radical approach to the study of effective teaching which involve an inner exploration of oneself rather than a search for the outward characteristics of the perfect teacher. As Dinklman (2003, 15) put it, "The contemporary embrace of qualitative and critical forms of research is fueled by the growing acceptance of an important educational proposition-context counts", that is, the focus of attention should be the teacher who does the actual work in the classroom.

As it has been pointed out earlier, the term 'teacher reflection' its use, current connotation, seems to have had its origin during the early years of the 20th century in the works of John Dewey, the great American philosopher, psychologist and educational reformer. Dewey, through his great writings (e.g. 1929, 1933) and his Laboratory School of the University of Chicago, provided a new direction to education, wrote in 1929 that the development of a science of education depended on the involvement of teachers in research (Tickoo 2000). Some four years later, in 1933, he called for reflective action as part of the role of each teacher (Zeichner 1996). Dewey's works can be seen as having provided a strong motivation to the movement for teacher education.

Since this time, major initiatives in the larger field of educational studies have been taken. These studies focused on teacher beliefs and practices (e.g. Barnes et. al., 1969, Cazden 1970, Hoyle 1975). And therefore the pivotal role of teacher-thinking and teacher reflection began to emerge as a welcome development in general education in the 1970s (Tickoo 2000). Following this research tradition educational researchers, and reformers began to challenge teacher education programmes to prepare teachers who are able to reflect about their teaching practices, and surroundings and make valid decisions

(Guyton and Mclntyre, 1990; Smyth, 1992), and who are autonomous models for intellectual independence for their students ( Cook 1993).

The works of Schon (1983, 1987) 'the reflective practitioner' has stimulated great interest in the professions of teaching, nursing, and to a lesser extent social work (Moon 1999). In teaching and teacher education reflective practice has been described as "The emergence of a conceptual trust, an important rallying point in current efforts to reform teaching , and  a potential focus of effort to unify too vast array of educational reform initiatives that will lead to the twenty-first century" (Moon 1999:55). One reason why these professions, in particular, attach great enthusiasm for reflection and reflective practice is that they deal with knowledge or subject matter that is interpretive and not rooted in facts as it is in scientific disciplines (Moon 1999). In other words, reflecting 'in' and 'on' ones practice is about thinking and acting, and becoming an effective teacher. And these two together enable the teacher to reconstruct knowledge from practice. However, the generation of such knowledge of teaching has been questioned by the positivists or process-product researchers. They express that qualitative approach to the study of effective teaching is subjective and therefore lacks validity and reliability. Qualitative researchers counter argue that interpretive studies do not focus on quantifying, and measuring behaviors to arrive at valid conclusions and generalization. Instead, interpretive research emphasize on closely observing actions and behaviors of research participants to understand and clarify patterns underlying those behaviors. describe and interpret patterns of behaviors underlying their actions.

## 2.7 Development of Teacher Reflection Research in Foreign and Second language Teacher Education (EFL/ESL): Antecedents

Foreign and Second Language teacher education programmes are professional activities with the principal aim of preparing teachers to become effective

language teachers. In carrying out such an activity, therefore, it is anticipated that EFL/ESL can draw lessons from the works of teacher education programmmes. In many teacher education programmes the approach to teaching has taken two forms: top-down  and bottom-up. The former refers to theories of teaching which involve applying knowledge or theory to teaching. The latter, as an alternative approach to conceptualizing the nature of teaching, starts with internal rather than external views of teaching and thus uses the teacher's actual teaching experience as a basis for constructing theories and for developing notions of effective teaching.

The top-down approach to teaching manifests itself in two ways (1) the application of research to teaching, and (2) the use of methods as a framework for teaching (Richards, 1991). Theory of teaching that is based on the former, application of research, has a long tradition in education of using learning theory as a basis for developing theories of teaching, (Zahoric, 1986). These conceptions depend on principles developed from research on memory, transfer, and other factors believed to be important for learning (Richards 1991). In general education, mastery learning and program learning are examples of scientifically based conceptions of teaching. In the field of foreign/second language instruction, audio-lingualism, task-based language teaching, and learner training are examples that represent application of research in second language learning to the task of language teaching (Richards, 1991).

Audio-lingual approach to teaching derived its principles from research on learning with behavioral psychology. This approach conceives language learning as a process of habit formation. Language learners were required to memorize target language patterns presented to them through dialogue and drills. " these were an application of principles derived from laboratory studies of animal learning, namely, rats" (Richards, 1991, 2).

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Task-based language teaching is another example that has used research findings and principles as a base for teaching. Task-based language teaching is founded on the belief that successful language learning, as research on language acquisition h    as shown, involves learners in negotiation of meaning with a speaker of the target language which serves the learner to receive the kind of input needed to facilitate learning. Prahbu (1983) suggests that classroom tasks which involve negotiation of meaning should form the basis for the language teaching curriculum, and that tasks can be used to facilitate practice both of language forms and communicative functions.

Another top-down approach to teaching is method-based approach. This approach to teaching tend not to draw support from classroom results which are empirically measured. Instead they justify their approach to teaching through rational thought or reasons.

In the field of Foreign/ Second Language teaching, we find Communicative Language Teaching (CLT) and the Silent Way as examples which are based on theory established through logical arguments. CLT which arose in reaction to the pedagogical theory underlying grammar-based teaching is an attempt to develop communicative competence of learners by offering opportunities for communication. On the other hand, the Silent Way is based on a theory of how learning takes place in adults. It emphasizes on classroom procedures that must be strictly followed. This form of learning to teaching was thoughy to be handed down as theoretical instruction or modeling by master trainers. However, teaching and learning contexts are not as such static. In fact they are wide ranging and dynamic. And therefore teaching that is founded on theories derived from research conducted on limited contexts and on behaviors and actions of the so called 'model teachers' may  not adequately address all forms of teaching/ learning issues that arise from changing situations of the teaching

and learning processes. As a result the need for the empowerment of the classroom teacher has in recent times turned the focus of teacher development involving teacher learning in language teaching (Malathy Krishnan: 2009, p. 62). As this approach to the conception of teaching is bottom-up, it starts from the internal rather than external views of teaching. Its assumption is based on the complex nature of the work of the classroom teacher that ranges from planning to implementing and evaluating his or her daily routine work. Richards (1991) comment that bottom-up approaches start from the assumption that teachers, rather than methods, make a difference, that teachers are engaged in a complex process of planning, decision-making, hypothesis testing, experimentation, and reflection, that these processes are often personal and situation specific, and that they should form the focus of teacher education and teacher professional development.

In this approach therefore, unlike the top-down, it is not the teacher who is assessed but the pedagogic action or measure that the classroom teacher takes, and which actually is done by the teacher himself or herself. As Krishnan (2009) points it out,

In this process, it is not the teacher that is appraised but the pedagogic measures that result or do not result in learning. While earlier, teacher performance was the centre of critical examination, in reflective practice, the actions themselves are assessed for effectiveness or otherwise. The shift is thus towards researching practices as they happen in the classroom setting. The divide between non-participant research through objective observation and unsystematic intuitive practice is sought to be bridged through subjective, systematic reflection by the practitioner. The new amalgam would be scientific self-reflection. (63).

The essence of this view of teaching, gives due regard to the classroom teacher, who is considered an effective one, assesses the needs and possibilities of a situation and adjusts his teaching behaviors in light of events that occur in the actual classroom. This shift of emphasis (top-down to bottom-up approaches) to teaching attracted research in second language teaching in ways that assist classroom investigation. As the result of this development a variety of methods have been suggested for teachers to use to develop their teaching capacities and grow as professional practitioners. These include action research (Pennington (1990); Nunan (1990); case studies, ethnography, (Calderhead, 1989) Dubin and wong 1990); Zeichner (1987), journal writing (Baily, 1990, Jarvis 1992), and observation (Day 1990, Gebhard (1990); Wajenryb (1992).

### 2.8 What is studied in Teacher Reflection Research?

As opposed to the quantitative or process-product researchers, qualitative or interpretive researcher approach to the study of effective teaching involves an inner exploration of oneself rather than a search for the outward characteristics of the 'perfect teacher' (Williams and Burden, 1997). This research method follows a constructivist approach to teaching and learning. Unlike the process-product research tradition that emphasize on drawing general frameworks to effective teaching that is on the technical aspects of teaching, a constructivist approach to teaching and learning emphasizes on how teachers theorize on their theory of action. This notion is grounded on the rational that no two teachers and no two teaching situations are ever the same, and therefore there is never any one right way to teach (Williams and Burden, 1997). This implies that a constructivist approach to teaching does not set out rules or guidelines for teaching, but may suggest why certain attitudes and procedures are counter-productive, and it may point out opportunities for teachers to use their own spontaneous imagination (Von Glasersfeld1995). By implication what this means is that teaching principles are not to be given, but,

rather, teachers make meaning from their classroom situation through reflective thinking and reflective action.

Therefore, the main interest of teacher reflection research is not on drawing generalizable rules for effective teaching, but attempts to describe, analyze, and interpret how individuals construct theory of action and make informed teaching decisions. Research that has gone into such studies has used a variety of methods in an attempt to understand how teachers make meaning from their practice. The methods range from investigating teachers thinking and planning that teachers do outside the classroom (Clark and Peterson 1986), through ethnographic studies of their routines, rules and patterns of teaching, to biographical accounts of the understanding teachers bring to their work.(Williams & Burden 1997). These methods, coupled with observation, interview, journal writing, and field notes, have been found effective (Craft, 2000).

Qualitative research thus focuses on teachers critical reflective abilities on their teaching experiences, which may be characterized by one's teaching actions, student achievement, personal and professional development and other school wide issues that impact on his/her teaching performance.

## 2.9 Research Reports on Teacher Reflection in General Education

Preparation of reflective teachers has become an important issue in teacher education programmes (Pultorak, 1993). Educational researchers, policy makers and other stakeholders in education have challenged teacher education programmes to produce teachers who are autonomous models of intellectual independence for their students (Cook 1993), teachers able to reflect about their behaviour and surroundings and make valid decisions ( Symth 1992; Guyton & Mclntyre 1990).

These challenges seem to have put pressure on teacher education programmes to incorporate a variety of methods and activities in their teacher training courses to facilitate reflective thinking in teachers and student teachers.

Several studies document the benefits of different training methods for reflective teaching. Wedman, Martin & Mahlios (1990) studied the effects of a nine-week student teaching programme designed to prepare reflective practitioner. They investigated teaching, supervisory conferences, seminars, journal writing, and action research. Results indicate that student teachers can grow in reflective thinking practices in programmes designed to foster reflective outcomes.

Trumbull and Slack (1991) examined the effect of using structured interviewing assignments to develop reflection in pre-service science teachers. They found that while the five students included in the study did not develop the same realization or insights, they began to reflect on aspects of their work through conducting and analyzing interviews

Zeichner and Liston (1985) studied post-observation conferences between student teachers and university supervisors and found 19.6 percent of conferencing time devoted to reflective forms of communication. They indicated that student teachers' conceptual levels appeared to affect the degree of reflective discourse in the supervisory conferences.

Pultorak (1993) examined the effect of written products and clinical observations, on the presence and character of reflection. He used four procedures-bi-daily journals, Bi-weekly journals, visitation journals and reflective interview. Results indicate that the four procedures solicited reflections in all the levels of Van Mane's (1977) conceptions of reflection. A comparative analysis between procedures suggest that the content and character of reflection varied with each procedure.

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## 2.10 Research Reports on Teacher Reflection in foreign/second language teaching

 A number of teacher educators and researchers in the field of foreign/second language teaching have also reported the benefits of reflection.

Ho and Richards (1993) investigated written journals of in-service teachers of English to see in what ways journal writing promotes thinking. They found out that out of the ten teachers in the sample, only three wrote in a manner that was categorized as critically reflective. Four wrote reflection to some degree and the remaining three wrote in a largely non-reflective mode.  There was insignificant change in the extent to which the teachers develop a greater degree of reflectivity over time. Although their findings are inconclusive, they recommended the use of journal writing as a component of in-service education programmes.

Thomas S. C. Farrell (2001) conducted a study on tailoring reflection to individual needs. The study reports on the reflection of one non-native speaker, a teacher of English as a foreign language, in Korea, during a 16-week period. The study used three modes of reflection-individual meeting with the researcher, group meetings and journal writing. Results indicate that the teacher showed a clear preference for group discussion as her method of reflection over the other two modes of reflection.

Hailom (1997) studied the use of classroom data for self appraisal in the EFL practicum which was based on the practices implemented in the training of EFL teachers by the Department of Foreign Languages and Literature, A.A.U. The main components of the training strategies were Observation, Inquiry, Reflection and Action. The result of the study showed that self-appraisal is a central factor in the professional development of teachers.

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Solomon (2003) investigated the nature and the level of cognitive complexity of questions that teachers ask in the classroom. The study was primarily informed by the value of the concept of a 'reflective practitioner'. The study involved one non-native English instructor, a staff of Unity University College, A.A, whose class lesson was recorded and, transcribed. Analyses of the data collected revealed that the teacher posed a total of 88 questions in an hour, most of which (71.5%) were lower cognitive questions and only a few of them (3.4%) were real higher cognitive questions. These findings further led to some major observations and feedback. These in turn were deliberately used in the subsequent lessons the teacher conducted to find out whether the teacher made some improvements in the quality of questioning techniques, and the influence on the quality of classroom interaction. Implications for classroom practice are:

Teachers need to ask more referential questions that promote higher-order thinking by probing into a particular aspect of students' statements for critical reflection;

More time need to be allowed after a question is posed both to increase the quality of the answer and to establish a desirable norm among students; and regarding answering a question. That is, if a teacher waits for few seconds and answers his/he own questions, the students will learn that the teacher does not really expect and answer.

These studies have disclosed valuable information about reflection and its values to pre-service and in-service teachers. Information gained from such studies validates the need for additional data from the classroom teacher who is expected to develop his/her professional career through the exercise of reflection.

The present study postulates that secondary school English teachers have a perceived need for the development of reflective teaching in order to improve their teaching capacities. Once what the teachers chose to say in the post-lesson individual interviews and write in their journals about their teaching practices show a gap in the quality of degree of critical thinking and reflection, teacher education institutions and CPD program runners or operators in secondary schools may be informed of the results of the study so that they consider issues relevant to the development of research-based knowledge in the area of 'the reflective practitioner' which is little researched and known in our teacher education programmes and school-based CPD schemes.

By implication this qualitative case study systematically evaluate secondary school English teachers' reflective teaching programmes, an area which is little studied and known, and present some critique so that more structured designs can be developed and see the extent to which the school-based CPD prgramms and other teacher education prgrammes are adequately designed to facilitate the promotion of 'the reflective practitioner'.

**Chapter 3 Research Methodology**

### 3.1 Introduction

In this section a discussion of the methodology adopted, and the designing techniques followed are presented. The discussion starts with a brief description of the underlying principles of qualitative research methods, and the rational for adopting qualitative case study research; this then is followed by a discussion of site selection, sampling strategies, data collection instruments, and methods of data analysis and interpretation.

### 3.2 Qualitative research methods
### 3.2.1 Underlying principles of qualitative Methods

As it has already been mentioned, the difference between qualitative and quantitative research methods is that quantitative research is primarily differentiated from qualitative research in terms of the research approach and methodology it adopts. As their names imply, quantitative research methods are concerned with quantifying, measuring and representing the world statistically; and much of the quantitative researches are concerned with behaviours such as applying learned teaching skills in practice. Qualitative research methods, on the other hand, are concerned with understanding, interpreting and coming in terms with patterns of behavior rather than seeking to measure it in any way.

While these statements carry some element of truth in the debate between qualitative and quantitative research methods, the heart of their difference is better understood in light of the philosophy they uphold (Trochim, 2003). Many qualitative researchers conduct their studies under different epistemological assumptions. For instance, qualitative researchers have the belief that distancing oneself from the research site and attempting to understand the behavior of research participants by constructing instruments

or set of questions reduces the whole picture of the phenomena under study. In connection with this Trochim (2003) says:

> … many qualitative researchers believe that the best way to understand phenomenon is to view it in its context. They see all quantification as limited in nature, looking only at one small portion of a reality that cannot be split or without losing the importance of the whole phenomenon. For some qualitative researchers, the best way to understand what is going on is being immersed in it. Moving into the culture or organization you are studying and experience what it is like and be a part of it. Be flexible in your inquiry of people in context. Rather than approach measurement with the idea of constructing instrument or set of questions, allow the questions to emerge and change when you become familiar with what you are studying. (p.158)

Many qualitative researchers also work under different ontological assumptions about the world. They don't assume that there is a single unitary reality that every individual perceives and agrees that it is the same (Trochim, 2003). As there are individual differences in perception, everyone experiences reality from ones own way of understanding the reality of the world. Put another way, qualitative researchers have the belief that there is no as such objective knowledge, as is found, for example, in the natural sciences (Silverman, 1993). What is implied here is that knowledge is subjective. Individuals have their own new way of seeing the reality, relatively different from each other. Hence, in qualitative research knowledge is constructed, deconstructed or framed or reframed by individuals to obtain meaning that the individual conceives and understands in the context of his or her experience.

However, this way of viewing reality and the construction of knowledge have been criticized by quantitative researchers, who believe in objective knowledge obtained through statistical tools, as being open ended and the results as

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difficult to confirm. However, qualitative researchers have counter argued with different assumptions and methods of approach to the generation of knowledge and the justifications for its validity and reliability.

### 3.2.1 Validity and Reliability in Qualitative Methodology

The counter argument of qualitative researchers regarding validity and reliability of the generation of knowledge, as explained above, is based on different assumptions and methods of enquiry. It starts with the idea that since each of us experiences reality from our own view, each of us perceive it in a unique way; conducting research without taking this into account violets the fundamental view of the individual. (Trochim, 2003).

What is implied here is that validity in qualitative research design regards the view of the individual as a key component of the process of generation of knowledge. And therefore the job of the researcher is: (a) to try to understand and interpret the ideas or concepts the participant brings to the research context and (b) to check what he or she (researcher) has understood and interpreted is similar to the views of research participant. As Millan and Schumancher (2001) put it:

> Validity of qualitative research design is the degree to which the interpretations and concepts have mutual meanings between the participants and the researchers. The researcher and the participants agree on the descriptions or composition of events, especially the meanings of these events (p.404).

Qualitative research design also uses different strategies to enhance validity. These include prolonged field work, verbatim accounts, using mechanically recorded data. And to minimize researcher bias, it employs strategies such as, peer-debriefing, field notes. (see Millan and Schumacher,2003; Creswell, 2003).

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The other criticism raised by quantitative researchers is the inability of qualitative research findings to be generalized to other community. However, as Gary Anderson (1998: 135) argues " as generalization is not the fundamental component of this type of research, qualitative researchers are not bothered by this limitations". In fact, qualitative research contributes a lot to the development of research-based knowledge. Miller (2001) has put forward a description of the roles that qualitative research, such as case studies can play in the development of research-based knowledge. These are:

- **To develop a concept or model**. Case study design as exploratory and discovery-oriented research, focuses on a topic in which there has been little previous research, to examine and elaborate a concept or develop a model with its sub-components and empirical meanings.

- **To describe and analyze a situation, event or process**. Case studies can provide a detailed description and analysis of themes aired by participants in a particular situation. These studies are typically done when the characteristics of the event or individual(s) do not permit use of an instrument, like audio/ video recordings.

- **To criticize social and cultural beliefs and practices**. Critical analysis of qualitative inquiry, such as feminist study may lead to the historical revision and transformation of the roles of women in a given society.

- **To evaluate a programme**. Case studies can also be used to systematically evaluate a program before more structured designs can be developed.  (P.394)

## 3.3 A qualitative Research Design: Rationale for adopting

As the purpose of this study was exploring secondary school English teachers' reflective teaching practices in Bahir Dar, a qualitative case method was adopted because qualitative method of research is concerned with understanding, interpreting and coming in terms with patterns of behavior rather than measuring behavior in a quantitative way (Trochim, 2003).

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Different research authorities have defined case study in different ways. Sturman (1994:61), defining case study wrote, "Case study is a generic term for the investigation of an individual, group or phenomenon. While the techniques used in the investigation may be varied, and may include both qualitative and quantitative approaches, the distinguishing features of qualitative case study is the belief that human systems develop a characteristic wholeness or integrity and are not simply a loose collection of traits. As a consequence of this belief, case study researchers hold that to understand a case, why things happen as they do, and to generalize or predict from a single example, an in-depth investigation of the interdependence of the patterns that emerge should be studied in a qualitative way.

According to Yin (1989, p.23, "A case study is an empirical inquiry that investigates a contemporary phenomenon within its real life context; when the boundaries between phenomenon and context are not clearly evident, and in which multiple source of evidence are used". Yin (1989), further goes to distinguish case study research from other forms of research methods in the following ways:

A case study is different from experimental which deliberately divorces a phenomenon from its context, focusing attention on variables;
Historical research differs from a case study in that it deals with entangled situations between phenomenon and context but usually with non-contemporary events; Surveys try to deal with phenomenon and context but differ from a case study in that their ability to deal with the context is limited. As there is a constant struggle for a survey to limit the number of variables to be analyzed, the number of questions is limited to the number that can be surveyed. Contrary to all of these, the case study investigates a contemporary phenomenon within its real life context (Yin, 1989: 23).

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Likewise, Merriam (1988:29) quoting Bromly (1986) wrote that "case studies", by definition, "get us close to the subject of interest as they possibly can, partly by means of direct observation in natural settings, partly by their access to subjective factors (thoughts, feelings, and desires), whereas experiments and surveys often use derivative data, e.g test results, official records

Although as Yin and many others point out, case studies often use quantitative measures, they more often tend to take a qualitative perspective, concerned with exploring, describing, and explaining a phenomenon one might undertake (Glatthorn and Joyner 2005). In fact, many researchers prefer case study design for varied reasons. For instance, Miller (2001) states that because of its flexibility, and adaptability to a range of contexts, processes, people, and foci, case study provides some of the most important methods available in educational research. He further explains, "… and because of its flexibility and adaptability, a case study allows researchers to carry out an in-depth study of a phenomenon, which they select, regardless of the number of sites, participants or documents for a study (Miller, 2001). Another reason mentioned with regard to using a case study research is its suitability for learning about a little known or poorly understood situation (Leedy and Ormord 2005)

As briefly discussed above, qualitative case design is primarily interested in exploring, describing and interpreting meaning research participants bring to a study context. This way of approach to the generation of knowledge about something is grounded on the belief that knowledge is subjective. Therefore, to generate research participants' knowledge about the features of reflective teaching, the present study called for a case study method of inquiry that involves a holistic research method that uses multiple sources of evidence (Anderson, 1998) in order that appropriate and adequate data would be collected to describe and analyze what sampled teachers say in the individual interview/discussion and write in their journals. Therefore, in order to achieve

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the objective of the present study, and address the research questions posed, Bromly (1986), Yin (1989), Miller's, and other mentioned ideas are taken as a guide for selecting a qualitative case study method as a tool to research English teachers' reflective teaching practices.

The next  issue that needed attention was: How does one select a research site and sample population for such a case study method? These are treated in the following sub-sections.

## 3.4 Site selection

In line with the brief discussion made about the definition of case study research, and the purpose for which it was selected, Fassilo General Secondary School, Bahir-Dar, was selected as my research site for the following reasons:
As mentioned in Section One, background of the study, Bahir-Dar was one of those areas of Region Three where I worked as a supervisor of several practicum programmes conducted in the secondary schools in 2007-2008. While supervising EFL student teachers, I had the opportunity to observe teachers of the schools invariably using teaching/learning and assessment methods and strategies that do not conform to the competency standards set by the Ministry of Education of the Federal Government of Ethiopia (see competency standards in section 1.4.5). Therefore, Facillo Secondary School was selected due to two reasons: (1) It was one of those schools where I observed teachers performing below the competency standards set by the ministry of education; (2) The proximity of the school to Bahir Dar University, where I come from.

The second reason could be split into two: The proximity of the site to the university provided me with the opportunity to obtain logistical support such as means of transport and other human resource input that were required by the study. It also provided me with the opportunity to have a good access to the

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subjects of the study for I had taught few of them courses in the under graduate programmes.

## 3.5 Sampling strategy

Unlike in quantitative studies, whose principle is based on having a sizable sample to be able to iron out idiosyncratic individual differences, in qualitative research, focus is made on describing, understanding and clarifying a human experience ((Patton, 1990). Therefore, the main goal of sampling in qualitative study is "to find individuals who can provide rich and varied insights into the phenomenon under investigation, and to maximize what we can learn (Dornyei, 2007: 113). According to Dornyei (2007), this goal is best achieved by means of purposeful sampling. In order to carry out such sampling, Punch (1998) suggests that a researcher must have a sampling plan describing parameters (participants, settings and, processes), and that plan must also line up with the purpose of the study. So in order to sample participants for this study, I planned to use two specific strategies suggested by Dornyei (2007). These are homogenous and typical sampling strategies.

## 3.5.1 Homogeneous sampling

Dornyei (2007) points out that using homogenous sampling strategy, the researcher can select participants who share some important experience relevant to a given study. Dornyei (2007), further explains, "A multiple or collective study, where there is less interest in a particular case, a number of cases are studied jointly in order to investigate a phenomenon or general condition. In this way this strategy allows researchers to conduct an in-depth analysis to identify common patterns in a group with similar characteristics" Dornyei (2007, p.138),

On this line of thought, therefore, out of a total of ten English teachers eight were purposefully sampled because they are graduates of the post-TESO training scheme that  encompasses the development of 'reflective practitioner'

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as one component of its training objectives (see Section 1.4.4 for the details of the objectives). With the belief that this homogenous group share a common training experience, I focused on this group in order to make an in-depth investigation of their reflective teaching practices, and see the extent to which their verbal and written accounts be of evidence for both critical reflectivity and development of critical reflective practice.

The job of sampling by purpose was not over yet. In order to obtain participants who best fit the research focus, I had to use the next sampling strategy, typical sampling, proposed by Dornyei (2007).

### 3.5.2. Typical Sampling

In this sampling strategy, Dornyei (2007, p.115) says, "The researcher selects participants whose experience is typical with regard to the research focus". And hence, at this stage of the sampling process, the eight teachers, who were purposefully sampled by the technique of homogenous sampling, were further split into two sub-groups. One group consisted of novice teachers who were taking a two-year induction programme designed for fresh graduates of the TESO programme to enable them learn more about teaching from senior experienced teachers (called mentors). It is only after completing this programme that such group of teachers are allowed to participate in the Continuous Professional Development (CPD) provided by the school. The other sub-group included teachers who completed both the two-year induction programme and the Continuous Professional Development (CPD) schemes like portfolio writing. Accordingly, leaving out the two teachers comprising the first sub-group, the six teachers of the second sub-cohort were taken as typical sample and included in the study with the rational that these teachers had completed the compulsory induction programme and were engaged in the CPD programme, which is the heart of teacher development scheme designed for all secondary school teachers found in the country (MoE 2003).

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The central theme of this programme is 'teacher reflection'; teachers who have gone through the training courses of the CPD are assumed to have gained knowledge, experience and skills of reflection that would further be enhanced by the teachers' own efforts by way of self- and/ or peer observation, evaluation and reflection through discussion,  and journal writing activities that could be shared among and between colleagues, as critical friends, to exchange personal experiences, skills, values and norms, and learn from each other.

After completing the sampling task, there was still another key issue that needed decision and action: the sample size. To address this issue I consulted works of notable researchers, such as Miller, 2011) to limit the sample size.

## 3.6 Sample size

According to Miller and Schumancher (2001), the logic of sample size is related to the purpose of the study, the research problem, the major data collection techniques. This argument suggests that the decision to fix the number of participants depends on drawing some kind of frame work that facilitates the decision to limiting the number. Qualitative research literatures suggest guidelines to determine the sample size. One such guideline suggested by Miller (2001) is related to the focus of the study. If the study focuses on process, the size depends on the natural length of that process. When the study focuses on an in-depth interview of selected informants, the size depends on access to the informants. The other guideline suggested by Miller (2001) is the primary data collection strategy. According to Miller (2001, some studies may have small sample sizes, but the researcher continually returns to the situation or the same informants seeking confirmation data (P.315)

As the present study is qualitative in its approach, it required  relatively long time and few informants (research participants) so that an in-depth study

could be made via observation, individual interview and regular journal writing. The question that may be raised here is: 'How few is few? And 'How long is long?

As one of the leading case study researchers in applied linguists Duff (2006) describes, most of her students conduct case studies with 4-6 focal participants in one or more sites, and this multiple case study format can be seen as fairly typical. Duff further explains that choosing 6 cases initially means that even if there is attrition among the participants (and there usually is), there will likely be 3-4 cases remaining.

Regarding length of time, Tsui (2003) based on a study that he conducted to understand second language teachers' expertise in teaching, suggested that units of studies designed for a semester(s) would be enough to make an in-depth investigation into the works of teachers.

In this study, therefore, following the ideas suggested by Miller (2001), Duff (2006), Dornyei (2007), and Tsie (2003), all the six teachers, with a likely attrition rate of one or two participants, were included to make an in-depth study of their reflective teaching practices in two semesters, the first and second semester of the academic year 2011-2012, that is between October 2011 - June 2012.

## 3.7 Data collection instruments

In a qualitative case study design, a researcher collects data on an individual(s), or event(s) on which the investigation is focusing. Such a case study design employs observation, interview, written documents as its primary tools to collect data (Richards, 1998). Following is a discussion of the rationale for choosing these instruments.

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### 3.7.1 Observation

Observation is a widely used technique in qualitative studies because qualitative data collected through observation "...brings to the analysis and interpretation of a setting a type of information which cannot be garnered any other way" (Anderson 1998, 129). Typically there are three routes by which a researcher observes within a research context. These are being a complete observer, complete participant, and participant observer. (Anderson 1998)

When a researcher assumes the role 'complete observer', he or she enters a research setting to just observe and record what goes on in the research setting. In other words the researcher remains physically distant from the activities and social interactions of the participants.

The other end to being complete observer is becoming a complete participant. A researcher who takes this role may have the opportunity to win the minds and hearts of the participants by being part of them in doing the activities they do. In effect this assists the researcher to build good rapport and trust. Meanwhile, if the researcher feels that concealing his or her identity and the purpose of being there best serves the intent of the investigation, he or she may do so. Supporting this point of view Gary Anderson (1998.129) says, "This strategy may be useful in a covert investigation where it has been agreed that the identity of the researcher and the purpose for being there would best serve the purpose by being concealed". .

The third and more commonly used method of data collection is participant observation. According to Andrew (1997 68), participant observation refers to "A way of actively, carefully and self-consciously describing and recording what people do whilst one is, oneself, part of the action". Using this middle ground strategy, qualitative researchers enter the research site to engage in the regular activities of participants to a degree, leave the research setting to record descriptions of the event. The researcher then comes back to the research

setting to validate his or her description and find new evidences that underpin the recorded descriptions (Andrew, 1997).

In each of these three observation techniques, the main objective was to collect a detailed description of events or happenings that occur during the process of observation. Such recordings may also include a discussion of the observed situation to elicit the participants understanding and interpretation of the described situation. This endeavor does not only contribute toward making description more complete but also leads to the process of triangulation to see whether the views of the researcher and the observed are similar (Andrew Pollard, 1997).

A number of TESOL teacher educators have also suggested that classroom observation can be an effective method of data collection for pre-service and in-service teachers. For example, Gebhard (1999, p.15) defines classroom observation as: "Non-judgmental description of classroom events that can be analyzed and given interpretation". These descriptions can be verbal or written, depending on the purpose of the observation. Gebhard (1999) outlines five purposes of observation:

- To evaluate teaching. This is usually in the form of clinical observation whereby a supervisor observes a teacher and provides a feedback and discussion session with the teacher observed so as to review and enhance the existing practice.
- To learn to teach.
- To learn to observe.
- To collect data for research purpose.
- To explore teaching to become more self-aware. This purpose can be undertaken by peer observation. In such a situation peers observe each other in  non-judgmental way; and what was observed can then be

described and analyzed through check lists, transcripts, and coding instruments. (p.15)

In light of the above discussion of the rationale for using observation as qualitative data collection instrument, I preferred to take the role of 'complete observer' in order to avoid intrusions and non-judgmentally describe classroom events as they happened. The data collected in that fashion was further enriched by the second data collection instrument – interview.

### 3.7.2 Interview

Interview is the other dominant data collection instrument in qualitative case study design. Interview can be conducted in two ways: face to face and telephone. However, because of its distinctive advantages, face to face interview is widely used by case study researchers across fields of studies. One of the distinctive advantages of face to face interview is that it helps researchers to establish good rapport with participants, thereby gain their cooperation. Thus, as leedy & Ormrod, 2005:184) aptly point out, "such interviews give the highest response rates- percentage of people agreeing to participate".

Another point that needed clarity was whether to make the interview open- or close-ended. But because this study is a qualitative one, it required the former approach. Interviews in qualitative studies, unlike in quantitative research, are often open-ended (unstructured) or semi-structured. Making interviews unstructured or semi-structured have advantages both for the research participant and the researcher. The advantage that the respondent gains is that it allows him or her to feel free to voice his or her ideas, attitudes and feelings without much reservation; and to the researcher it helps him or her to probe side issues that he or she feels important and prompts respondents to further add or make explanations to issues they have raised. In fact, because of the nature of these kinds of interviews, they tend to be informal and friendly.

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And therefore, research participants feel as if they are engaged in a conversation or chat they make with their colleagues. So the success of this data collection technique rests heavily on the relationship established and on the way in which the event is conducted (Andrew, 1997)

Regarding questions for the post-lesson individual interview, Ho & and Richards' (1993) framework (see Appendix II, P. 285) was adapted for the questions they had set were utilized for a similar study they conducted in  an in-service teachers (TESOL) teacher education programme at a tertiary institute in Hong Kong (1993)

### 3.7.3 Journal writing

Journal writing is another reflection tool adopted for this study due to the benefits it offers both for me (the researcher), and the research participants. A number of TESOL teacher educators have suggested various methods of reflection that can be used for pre-service and in-service teachers. These include journal writing, classroom observations and group discussions. Bailey (1990, p. 218), for example, says that a teaching journal can be a place for teachers to experiment, criticize, doubt, express frustration, and raise questions. Ho and Richards (1993, p. 20 ) suggest that journal writing 'can provide an opportunity for teachers to write reflectively about their teaching'. They also see journal writing as an opportunity for teachers to use the process to describe and explore their own teaching practices. McDonough (1994, pp.64-65) found that keeping a diary was of interest and of value for both teachers, and researchers. They explain, " teachers' diaries were a real insider instrument… for researchers as they can become aware of day-to-day behaviors and underlying attitudes, alongside outcomes and the decisions that all teachers need to talk".

A variety of claims are made concerning benefits of journaling in teacher education. Brock, Yu and Wong (1992 : 395) summarize these:

- They provide an effective means of identifying variables that are important to individual teachers and learners,
- They serve as a means of generating questions and hypotheses about teaching and learning processes,
- They enhance awareness about the way a teacher teaches and a student learns,
- They are an excellent tool for reflection,
- They are simple to conduct,
- They provide a first-hand account of teaching and learning experiences,
- They are the most natural form of classroom research in that no formal correlation and no outside observer enters the classroom dynamic,
- They provide an on-going record of classroom events and teacher and learner reflections,
- They enable the researcher to relate classroom events and examine trends emerging diaries,
- They promote the development of reflective teaching

Therefore, journal writing was selected as a research tool because I believed that it would enable me to obtain a first-hand account of the teachers' teaching accounts and examine not only their degree of critical reflectivity but also the trends of development of that critical reflectivity over the time span participants' were engaged in the journal writing activity. I also believed that the task of writing regular journals would not be difficult for the teachers because they have been writing portfolios as part of their teaching assignments.

Although the sampled teachers have had some portfolio writing experience, I felt that they needed some kind of training on how, what and why they need to write teaching journals. They were made clear with the distinction between

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portfolio, dairy and journal writing activities. The half-day training was conducted in the second academic semester of 2010-2011(on February 10, 2011).

### 3.7.4 Field Notes

In addition to the above data collection instruments, I took down my own field notes to help me record things like:

- Physical conditions of classrooms;
- Students classroom behavior
- Teacher's classroom management practices;
- Teacher-student/student-student interactions, etc

The purpose of keeping such field notes was to maximize or enrich data for analysis because things that were not amenable to tape-recording were duly noted down. In addition, I used the field note to minimize any bias that might have come from not using such notes (Miller & Schumancher 2003).

## 3.8 Data collection procedures

As mentioned earlier, prior to the classroom observation, participants were consulted for their consent to be observed, interviewed, and write weekly journals, After getting their approval, lessons they taught and accompanying interviews were audio recorded and transcribed. Regarding journal writing, participants were briefed about the process of writing regular journals, and submission dates. Field notes were also used to record emerging issues and other related matters that had a bearing on the study.

However, the sampled teachers were given a revised journal writing guideline for they showed inadequacies in their portfolio writing activities in the pilot study (see Appendix VIII, P. 382-384).

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## 3.9  Data Analysis

According to Miller and Schumacher (2001, p.418) "It is impossible to analyze and interpret data unless one organizes them". So to organize I used Miller & Schumacher's (2001:418) five sources that they suggest researchers can use for organizing data. These are:

- The research question and foreshadowed problems or sub-questions.
- The research instrument such as the interview guide.
- Themes, concepts or categories used by other researchers in prior studies.
- Prior knowledge of the researcher.
- The data itself.      (p. 418)

According to Miller and Schumacher (2001, p. 418), the first four sources contain predetermined categories and the fifth source produces topics that become part of a more abstract category. They further point out that a researcher can use all five on the ground that s/he realizes the degree to which each is fruitful depending on the focus and the purpose of the study. Accordingly, in this study I used all but item 4 for the organization of data collected through the three data collection instruments.

Once the organization method(s) was decided, the process of coding ensued. Coding is the process of dividing data into parts by a classification system. Miller and Schumancer (2001) note that researchers can develop classification system by using one of the following:

Segmenting the data into units of meaning called topics and grouping the topics into longer clusters to form integration; or

Starting with predetermined categories and breaking each category into smaller sub-categories; or

Combining the strategies using some predetermined categories and adding discovered new categories. (P. 418)

In light of the above suggestions, the data collected through classroom observation and post-lesson interview was transcribed into a textual form; together with the data of the teachers' journals, content analysis was carried out based on a predetermined template or categories as a framework for coding
.

The data which was collected in such a way was analyzed using Jorgenson's ideas (1989). He suggests that qualitative researchers could consult previous similar studies for help with data analysis. Jorgenson (1989, p.10) further suggests: 'As different ways of arranging materials are explored, you may find it useful to consult or revisit existing literature and theories related to your problem. Costas (1992) also provides a similar idea for the use of a prior framework in qualitative data analysis. With regard to this, he recommends:

Researchers who attempt to build on the discoveries of research conducted in situations and on topics similar to the ones they are investigating may refer to research or published works in the relevant area. Categories are then derived from statements or conclusions found in the literature of other researchers who investigated a similar phenomenon (p. 258).

Accordingly, this study employed Ho and Richards (1993) five categories as a guide for coding and analyzing data. These are: Category one: theories/beliefs of language teaching and learning; Category two: approaches and methods the teachers used in the classroom. Category three: evaluating teaching; Category four teacher's self awareness about themselves as language teachers; Category five: questions teachers raise about lessons they teach. Each of these categories are divided into sub-categories (see Appendix VIII, P. 375 for the details of the categories.

## 3.10 Trustworthiness of findings

I employed credibility, and triangulation to secure trustworthiness of findings. *The* length, depth and breadth of the study enhanced credibility. I achieved triangulation through the use of multiple data collection methods and confirmation of perception with my advisor and an independent reader, a staff of the department of Pedagogy, Bahir Dar University. Although I have indicated transferability of results to schools in  similar contexts, the purpose, setting and context limited generalizability.

# CHAPTER 4: Pilot Study

## 4.1 Introduction

A pilot study was conducted to see the extent to which the methods and procedures planned to be employed in the main study were appropriate for the generation and analysis of data, and revise them in light of what the pilot study reveals before they become fully operational in the main study (Alderson, Clapham, and Wall, 1995). Therefore, the three data collection instruments, that is, lesson observation, individual interview/discussion, and journal writing) were tried out. Before presenting the details of the processes of the piloting, it seems reasonable to start the discussion of this section with a brief descriptions of the school environment, participants profile, teacher researcher relationship, ethical issues and other relevant matters which had a bearing on the entire study.

## 4.2 The School Context

The school selected for the study site was Fassilo Secondary School, Bahir-.Dar. This school Is medium-sized with 20 classrooms, and slightly more than 1550 students in both shifts. Each classroom can barely house 20-22 desks in triple rows, with no teacher's desk. There is one small staff room in the school. This small staffroom serves teachers to take rest during recess and consult students. The school does not have a tearoom. Teaches take tea and similar services under a shade of a tree.

Like in other government schools, majority of the students at Fassilo Secondary School come from low and middle income families. When parents of these students come for different purpose they use the local language, Amharic, to communicate with school principals and teachers. like their pareens, students at all times use this language to communicate with each other, and with their teachers. However, since English is used as a medium of

instruction from grade 9 through to college (FERGE, 1994), students and teachers are forced to use English for classroom interaction and communication. Fassilo Secondary School is endowed with a supportive, collaborative, and collegial in its working culture. The school management and other office personnel are supportive of their staff. The school principal and the vice-principal respect their professional judgment. They were always ready to allow their staff members to make adjustments to their teaching schedules in order that they can pursue professional development activities, like creating a conducive environment for novice teachers to be with experienced ones for educational advice when need arises

## 4.3 Research participants profile

The six teachers' training and teaching experience profiles are different. TA has got varied and rich experiences in teaching English. He completed a one year certificate training programme in Debre-Berhan in 1974 E.C, and worked for six years in different elementary schools. He then joined Cottebe Teachers' College in 1981E.C, and got his diploma. After graduating in 1983 E.C, he served for eleven years teaching English in a high school. He then joined Bahir Dar University in-service programme in 1994 E.C, and successfully completed his BA degree in education in 1999 E.C, and since then he has been teaching English in grades 9 and 10.

Like Teacher A, Teacher B completed a one-year certificate training prgramme in Debre-Berhan in 1976 E.C, and served for six years as an elementary school teacher. He attended the summer diploma program of the then Bahir Dar Teachers' College (1983-1985 E.C) and served for seven years teaching English in junior secondary schools in Wollo, and then joined again Bahir Dar University in-service program in 1993 E.C and graduated in 1999 E. C. Since then he has been teaching English in grades 9 and 10.

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Teacher C and Teacher D are old friends. Both of them attended Cottebe Teachers' College for their diploma in the same year (1979 E.C), and graduated in 1981 E.C, and served for 8 and 10 years, respectively, teaching English in senior secondary schools in Gojjam. Teacher C went to Bahir Dar University in-service programme in 1990 E. C and got his B.A degree in 1996 E.C, while Teacher D joined the same university in 1992 E. C and graduated in 1997 E.C. Both of them have a service of 16 and 17 years, respectively, and are now teaching in grades 9 and 10.

Teacher E and Teacher F are young teachers in terms of age and teaching experience. Both had no teaching experience before they went to Addis Ababa University in 1996 E.C, and graduated in 1999 E.C with B.A degrees in teaching English. These teachers, like the teachers described above, teach English in grades 9 and 10.

As the above brief profile shows, except the last two, the other four teachers are rich in their teaching experiences, and were able to part company their knowledge/ skill in language learning and teaching with me.

## 4.4 Ethical Issues

### 4.4.1 Preliminary survey for the data collection

Prior to the commencement of the pilot and the main study, I visited the school chosen for the main study site, and had an informal chat with some of the English teachers. Supporting this stance, Gutierrez (1996) says, "The question of access to a research area is considered a vital point as it may not always be easy to be allowed to conduct a study without prior familiarization with the situation on site. The visits and talks undertaken were a good opportune moment for me to establish a friendly rapport with the potential research participants, and discuss aims of the study as well as experiences the teachers have had with regard to the data collection instruments. Fortunately, the

teachers who took part in the informal discussion expressed their desire to take part in the study regardless of time constraints they had been experiencing. In fact they had a load of 5-6 periods a day. In spite of this, they promised to be involved in the study for they felt that they would get some learning lessons that contribute to the CPD activities they have been conducting as part of their professional development schemes,

This informal discussion also gave me some kind of hint of the concerns teachers had, and this helped me to look for ways to solve the time pressure they would encounter when they start the actual work of piloting and main study. Following this, it was important to have an official permission from the school management to carry out the study in their school. And this process was easily facilitated because a letter of cooperation collected from the Department of Foreign Languages and Literature (DFLL) was produced.

### 4.4.2 Teacher-researcher relationship

When collecting data, I was very well aware of treating the teachers not as 'subjects' but 'people' who have feelings, values, and needs (Elbaz,1983). I was also aware that the study, which required teachers to make close and careful self-evaluation and reflection on school wide issues of concern, was very threatening as Stenhouse (1975) pointed out, and that building up a relaxed, comfortable, and trusting relationship that can "transcend the roles and dissolve fronts" (Woods, 1985, P.14) was crucial.

Hence, I had to work on the relationship with the teachers. To this end I had friendly chats with them and was able to explain the objectives and the significance of the study so that the teachers be aware of things they would be required to do during the study period. I also felt that in order to gather data on their reflective practices, it was imperative to develop an equal relationship with them. In this regard, I shared with them my learning experience as a

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student, and the challenges I faced as a teacher in higher institutions. After having done this, the teachers reciprocated by sharing their life stories and the ups and downs of their career path development. In this way we were able to treat each other as colleagues in the same profession.

### 4.4.3 Anonymity

As the result of the establishment of collegial relations with the participants, they took me into their confidence, and were able to voice their ideas and write on different aspects of their work. To a certain extent they were able to critically comment on issues such as school policy and management issues. As Tsui (2003) points out a study of this nature reveals a very private side of the lives of teachers, especially when trusting relationships develop between researcher and teachers. The teachers, however, expressed their fear that they might be in problem if sensitive information gained through their reflective comments were disclosed to the concerned bodies. In this regard, the teachers were assured that I would preserve their anonymity using pseudonyms. Thereafter, participant teachers were called- Teacher A, Teacher B, Teacher C. Teacher D, Teacher E, and Teacher F.

### 4.4.4 Being obtrusive

There were three phases in the collection of data for the pilot study. The first phase of data collection was done through classroom observation. The teachers classrooms were observed and then post-lesson interview was conducted. These activities involved being in the school until all the planned classroom observation and post-lesson interviews were completed and journal writing activities were submitted.

In order to be as unobtrusive as possible, participants were informed not to bother much to offer me space while I was visiting their classes for observation. What they really did during the first visit was introducing me to the students

in ways that they would be at ease while classes were in progress. During this phase I was not provided with a chair or desk in the staff room for the simple reason that it was too small to even accommodate all the staff of the school. When I was not observing lessons, I stayed in the play ground and sat there with my recording tape to listen to the recorded interviews and transcribe them. During recess I had friendly talks with students and teachers of the school to further establish good working environment with the entire school community. What is more, in order not to disturb other teachers, interviews were carried out in the playground.

The third phase of data collection route was journal writing. The teachers were supplied with stationeries to avoid any lame excuses that might have come from lack or shortage of such stuff. Other than this, there was no intrusion in any way into the work of the teachers' journal writing activities. The teachers were given a guideline (see Appendix IV, P. 293) to help them reflect on various issues of teaching and learning English.

### 4.5 Piloting Instruments and Procedures

In this pilot study data was collected by what Wolcott (1992) refers to as "watching", "asking" and "examining", that is observing lessons, carrying out post-lesson interview and examining transcribed and written texts (journal writing) prepared by the sampled teachers. Taking a non-participant observation role, two teachers' actual classroom teachings were conducted by following them through their teaching in specific classes. For both of them the observation period spanned for a month (in the second academic semester of 2010-2011) during which every lesson that they taught in grades 9 and 10 was recorded and transcribed and their written accounts of journals were examined. Following Wolcott's ideas, all research instruments selected for the main study were tried out. following is a discussion of how the testing of the instruments and the processes went about.

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### 4.5.1 Audio-recording of sample lessons

The main purpose of conducting the pilot for recording classroom observation was to see what problems could be faced when audio-recording classes of participants and find out what aspect(s) of classroom activities would need particular attention in order to minimize unforeseen problems that might affect the outcome of the main study. Checking instruments for their feasibility served two purposes: (1) helped the observed teachers to fully and clearly listen to the recorded lessons, and react or reflect on what they had done, why they had done that, and say what they would do, as an aim, in their subsequent classes; (2) helped the researcher to elicit important issues I felt should be touched upon during the post-lesson interview. To this end, after having received the agreement of the two teachers to observe their classes, one sample lesson from each teacher was recorded using Panasonic: a mini-cassette recorder, TQ. L11 model. When recording the machine was positioned in a place where I thought and believed it would capture the voices of the teachers and students; the machine was made to run the full course of a lesson that lasted between 35-40 minutes.

After recording each lesson, I had to play the tape to see whether the recorded materials were clear and audible or not. However, when the recorded lessons were played, they turned out to be of poor quality. Two basic problems were identified for the poor recording: (1) the constant back and forth movements of the teachers made it difficult for the tape to capture their voices clearly; (2) background noises of students both from within and outside of the classrooms worsened the recoding situation.

As these problems could be of serious constraints to the normal process of recording lessons in the main study time, it was decided to back up the use of the tape by keeping field notes. So to try out whether or not this strategy worked effectively, a brief account of two lessons observed were objectively and

non-judgmentally described  and given out to the observed teachers for their critical comments. Fortunately, both of them approved that the brief descriptions made were correct. With this new avenue, two additional classes were observed and recorded both on the tape and the field note to be used later in the interview sessions.

### 4.5.2 Post- lesson Interview

Initially the classes to be observed with each teacher were identified and given to me by the teachers themselves. However, when the actual work of the post-lesson interview was about to start, a problem of delay occurred between classroom observation and post-lesson interview in that the observed teachers could not be immediately available for the post-lesson interview. In some instance, there was a delay between the two events because the teachers had to go to another class immediately after they finished the classes they had. At other times, the delay happened because the teachers had to deal with school and student affairs which required immediate attention. These situations were really unwanted circumstances, as any delay could impact on the quality of the interview and discussion sessions.

Predicting that this problem might happen during the main study, it was important to look for a possible preventive mechanism so that they may not take place again. To this end I had to consult the school weekly programme to find out appropriate periods that permit the teachers to be immediately available for the interview. After a careful study of the school's weekly timetable, a period each participant would be free after teaching a lesson was seriously sorted out. As there was such a free period once a week for every teacher, the two teachers who agreed to participate in the pilot study were made aware of such arrangements, and were able to appear for the interview immediately after finishing a class they had before it.

After such arrangements were made, the individual interview/discussion started with my briefings of how I suggested I would proceed with the interview. I commenced by reading the brief lesson reports I had just taken in class, and made them listen to parts of the tape-recorded texts. Except in one instance where a teacher disagreed to a brief description of his classroom management style I took down in my field note, for which I gave clarification, all other drafts of lesson accounts prepared were positively accepted by the teachers observed.

Still there were other two key issues that needed attention. The first was whether to conduct the interview in English or Amharic, the official language of Ethiopia. The other was checking whether the interview questions set in the guideline were at the level of the teachers' understanding.

With regard to the first issue, the teachers agreed to have the interview in English. In fact, the teachers did not have critical problems that impede oral communication. With respect to the second issue of concern, I gave the teachers a copy of the interview questions so that they could put up queries, if there were any. Surprisingly, both teachers pin pointed that question 9 of the interview guideline lacked clarity. The question item reads: "Did any moral or ethical concerns occur as a result of the lesson? (see Appendix II, P. 281) for the reflective interview questions of the pilot). After rephrasing the question, the planned interview was conducted and the teachers responses to the interview questions were tape recorded for later transcription and analysis.

### 4.5.3 Journal Writing

Teachers' written accounts made through journal writing was the third instrument that was tested in the pilot study. For the journal writing task, the two teachers were supplied with stationeries to help them regularly record their reflection on their own teaching practices.

As mentioned earlier, prior to commencing the pilot study in the informal discussions held with the school teachers, they were asked whether they were familiar with the notion of journal or portfolio writing, and the processes involved in journaling. As the result of this informal talk, it was learnt that all teachers of the school site have been using portfolio writing as self-assessment tool for reflection. So feeling confident that the teachers have had that practice, there was no need of explaining what they should do in the journal writing activity. It was, however, imperative to stress to the teachers that they should keep records of events related to their daily lessons and other related matters, such as school issues, and turn in their weekly journals on agreed dates. Accordingly, the two teachers turned in two weekly journals, one on March 15, and the other on March 22, 2011.

However, when these documents were critically examined two problems surfaced: (1) They only focused on the classes they were observed and ignored writing journals for the other classes they were supposed to write. (2) their journal entries were more of narrations of 'how' things happened rather than critically reflecting on 'why' things happened as they did. By implication it was possible to conjecture that during the main study the teachers might not only write journals on a regular basis but also fail to critically reflect on their teaching practices.

### 4.6 Sample Data Analysis

Data analysis was the other concern of the pilot study. The method and procedures used to analyze the data collected though observation/ post-lesson individual interview and journal writing were tested to see whether the coding system needed some changes or improvements. To this end. four interview data, two on teaching reading, one on teaching vocabulary and one on teaching grammar, and another four data from their journals were coded for topics using Ho & Richards' (1993) five categories.

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However, when coding data for analysis, there were entries, especially of the individual interview data, which could not be easily categorized under one specific theme. In order to solve such problems the tape-recorded interview data had to be played back and see whether the problem created was of my own or the interviewee. In other words, was the question I asked the teacher unclear, or the respondent wanted to deliberately deviate from the main point of the question? For example, Teacher A was asked to reflect on his self-perception as an English teacher about the teaching of reading comprehension in particular and language teaching in general? But he preferred to reflect on language teaching in general terms than talking specifically about the reading lesson he had taught. He remarked,...teaching is a respected job, but these days it is losing its social value. However, as English teacher, I respect my job and make plans to effectively teach my students. help them when they come for help. Because This is morally, psychologically, and professionally appropriate (InTrL: 288, pilot study).

Later, I had to call the teacher and make him listen to the recorded text and say something specific about the reading lesson he had taught. This really was unwanted circumstance for it was not easy to call teachers to give clarifications of things they said in the interview.

### 4.7 lessons learnt from the pilot study

Conducting the pilot study gave me the opportunity to identify problems and seek solutions for them so that the main study could be conducted effectively. First, using the tape recorder as the only data collection instrument when observing classes in the main study would have been hardly possible to gather data with clarity for the same reason that the natural classroom setting of the school site were not different from the situations encountered in the pilot

period. So supplementing the recordings of the tape by field notes was of value in collecting class room data during the main study.

Second, as any delay between class room observation and the subsequent interview/ discussion could have an impact on the quality of the interview and discussion sessions, in the main study it was imperative to look for an appropriate time for the teachers to appear for post-lesson interviews with no significant delay from the classes they had been teaching to interview sessions that followed.

Third, the pilot study was very helpful to see potential problems that could have occurred in the main study by not giving clear direction, procedure and a detailed journal writing guideline so that the sampled teachers keep regular journals that contain all aspects of their classroom teaching, detailed and explicit questions they should pose about their teaching, students and professional development endeavors, thereby see critically what they recorded in their journals were matters that need attention and action in ongoing basis.

Finally, it was also possible to learn from the pilot that when analyzing data in the main study there were moments that required me to consult, re-consult the recorded material, and even see the concerned sampled teacher to get things cleared when a theme or topic he talked and/or wrote were/was ambiguous and might not have been easily coded under one specific category of teaching.

Therefore, things learned from the pilot study were well taken care of in order that issues that emerged during the pilot would not be of serious impediments to the smooth running of matters in the main study.

# Chapter 5: Main Study

## 5.1 Introduction

The lessons learnt from the pilot study, and suggestions put forward by the PhD upgrading examiners made it easier for me to apply the saying 'forwarned is forearmed'. First and foremost, guidelines for the post-lesson interviews and journal writing were carefully examined and amended. Furthermore, two weeks after the work of data collection was completed, research participants were asked to fill out a questionnaire prepared to get their point of view regarding the process and product of the post-lesson interviews and regular journal writing tasks they had, and the relative value they gained out of that engagements. The rationale for having the teachers fill in the questionnaire was to see, at least in an indirect way, how they view and compare/contrast the quality of the CPD programmes that are conducted in their school.

The main study was conducted during the first and second semester of the academic year 2011-2012, that is between October 2011-June 2012. As mentioned earlier in Chapter IV, the Pilot study, before conducting the pilot and main study, I visited the school and had introduced myself with the English teachers and the school administration prior starting the study.

The main study started in the first semester with three teachers (Teachers A, B and E), and in the second semester with the other three (Teachers C, D and F). However, right after a month, one teacher from the latter cohort discontinued his research participation due to health problem, and another from the first group resigned saying he had personal problems. The following report and analysis of data is, therefore, related to four teachers: TA, TB, TC and TD.

As discussed in the review of literature, a qualitative case study research is an empirical inquiry that investigates a contemporary phenomenon within real life context. Therefore, giving a detailed description of events of a situation is sine

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qua non to the analysis of data gathered through various methods of inquiry. The following discussion is thus based on data collected from lesson observations and post-lesson interviews held with me, and journals collected from the four English teachers in the selected site.

In the presentation and analysis of data relatively detailed reports of the four teachers' class room observations are given to enable the reader see the real situations of the classes observed and the teachers' reflective practices. Thus said, I now go to the reporting and analysis of data collected through classroom observation, post-lesson interviews held with me. This then is followed by the analysis of data collected through journal writing

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## 5.2 Presentation and Analysis of Data Collected Through Individual Interview
### 5.2.1  Teacher A

Teacher A was observed four times three of which were recorded on audio-cassette recorder. The recorded lessons on which the post-lesson interview and discussion were based indicate that Teacher A had taught one reading comprehension based on a passage entitled 'Taking-Off' and one vocabulary lesson based on that passage and one grammar lesson based on  form of verbs followed by the '– ing' and the infinitive 'to'.

The lesson observations took place in two grade 9 sections Teacher A taught. The two classes he taught had 45 and 48 students each. The physical size of the two classrooms was almost similar. Students were sharing a book for three and four to do the reading lesson.

## 5.2.1.1 The Teaching of Reading
## 5.2.1.1.1 Brief Lesson Report

Teacher A's reading class was noisy. Students were shouting and talking about a test they had taken a period before the English class. Few students who did not notice the arrival of the teacher were lingering outside. When he started taking attendance, all rushed in and took their seats. He then asked the students to keep quiet and get ready for the reading lesson.

The reading comprehension lesson started with a pre-reading activity. However, the teacher skipped the activity and asked students to tell him what they know about the word 'courage'. Few students tried to answer the question. After giving a feedback, he wrote on the board meanings of bolded words in each paragraph of the reading passage. Some of the words he defined were- flap, drag, landed, refuse, non-stop and resign. He also used miming technique to help students better understand meanings of words like 'drag'. For example, he pulled a student sitting in front towards him to show the exact meaning of the word 'drag'. After doing all this, he told the students to revise the words at home and moved on to the actual lesson of the day reading comprehension.

He reminded the students to pay attention to the loud reading activity that they would be doing soon. He then called on volunteer students to read paragraphs each. While the loud reading activity was underway, the teacher was busy with maintaining class room discipline and correcting noticeable pronunciation mistakes students made (e.g. in the word 'hour', 'h' was read with consonant sound). When the eight short paragraphs of the passage were read out, he rushed the students to silently read the passage and be ready to answer questions he would pose to them at the end of that reading. Fifteen minutes were allotted for it. But the teacher changed his mind and reduced the silent reading time to ten minutes.

Following this announcement, class room discipline was not good. A student sitting in the middle row was beating his chest hard and started coughing noisily. The attention of the entire class was totally taken by that event. Students were noisily talking and laughing. The teacher immediately dismissed the student and told him to report to the director's office. The teacher was not at ease. He went around murmuring against the student's disruptive behaviors, and strongly warned the students to behave accordingly. Some students adhered to his instruction and resumed their silent reading activity. When the time of the silent reading was over, he asked them to answer oral questions. The questions the teacher raised were all related to names of persons, events and dates. For example, questions the teacher asked were- Who built the first glider? What happened to Otto Linienthal's glider when he was flying in it?. However, the students could not give prompt answers. They had to regress in order to find out answers. The few attempts made were poorly worded; some were expressed in Amharic. As he did before, he gave correction feedback and moved onto the second activity, which required the students to do six multiple choice questions within seven minutes. Again here the teacher did not give them any clear instruction as to whether they should refer to the passage to do the task or do it from memory. Almost all the answers students gave were incorrect. After giving feedback, he concluded his lesson by asking students to do a third activity (Completing a Table) at home and come for discussion next time.

### 5.2.1.1.2 Data Analysis

As can be seen from the above account, Teacher A's approach to teaching the reading comprehension lesson included number of tasks that could be categorized into the pre-reading, and post-reading activities. In the pre-reading activity he taught some vocabulary items and made students read aloud. In the 'While-reading' session, practically there was no any specific activity that the students had to do while reading the passage. In the post-reading activity, students had to do three different exercises. First, they had to give answers to

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strange questions that the teacher asked at the end of the silent reading. Second, they had to do multiple-choice exercise and finally do a 'Completing a Table' exercise. In all the post-reading activities, the teacher did not give the students any guidance whether they should read the passage wholly or partly or quickly or slowly. The teacher had also problems in managing the class room to maximize students' learning. For example, his time management was erratic.  His method of grouping arrangement was also invariable. Class room interaction was only held between the teacher and individual students. Thus said, let's look at what the teacher said regarding his teaching in light of Ho and Richards' categories of teaching and learning of language.

### Category one: Theories and beliefs about teaching and learning

As pointed out in the lesson report given above, Teacher A did not start his lesson with the pre-reading exercise given in the students text book. When asked why he did not let the students try the exercise, he said that he did not want to spend time dealing with questions, he claimed, were not challenging and irrelevant.  He explained:

 The questions are not challenging for the students. They are not related to the reading passage. For example, if you take the question- Where do you want to fly to? Why? What do you expect the students to say? One may say I want to fly to Addis Ababa. Ah,.. another may say I want to fly to Awassa. And each of them may give different reasons to flying to one particular place but not to another. These are not important and related to what is discussed in the reading passage. The reading passage is about how airplanes were invented. So, why waste time on that? (InTr line, 5-13)

From the above account we can understand that the teacher is well aware of the potential benefit of carrying out pre-reading activity. But he argued that it is not a hard and fast-rule to use predetermined questions given in the

students' text books. In the interview he said, " After all, it is not a must to always start a lesson with pre-reading questions given in the book. You can start a lesson with a different activity. For example, you can teach students new words from the passage. (InTrL, 13-17).

His argument seems to suggest the idea that a teacher's teaching actions should not always be routine but rather reflective. As discussed in the review of literature, Dewey (1938) identifies two actions: 'routine action' and 'reflective action'. According to Dewey routine action is static and unresponsive to changing situations because it is guided by factors such as tradition, habit or authority and by institutional definitions and expectations. By contrast "Reflective action", on the other hand, is guided by one's willingness to engage in constant self-appraisal and development. Among other things 'reflective action' implies flexibility, rigorous analysis...Dewey (1938). Therefore, Teacher A's teaching action is a reflective one because he examines his actions and makes changes in light of existing situations.

The teacher also believes that loud reading can help students to understand content of a reading passage, and also improve pronunciation and reading speed if it is done with care. In the interview he said that he sometimes uses loud reading method because it can help students understand the content of the passage. In addition it can help them improve pronunciation and reading speed. But when he wants to use it, he takes great care. He encourages volunteer students to read aloud, and the other students listen to their classmates' loud reading and try to get something out of that reading. If it is done in this way, he believes. it can help them to get something from loud reading activity (InTrL: 33-38).

The teacher's conviction about the teaching of reading is influenced not by current ideas of the teaching of reading (Nattall, 1996) but both by the students' desire and his past learning experience. He explained:

 I have good experience in this. Our English teachers were encouraging us to read paragraphs in class.  Everybody was really interested to read a text loudly. We were highly motivated to do that. This activity really helped me to improve pronunciation, reading speed, and also understanding content or message of a reading passage. I am teaching reading in the same way I was taught. My students also like to do that. That's why I asked students to read a paragraph one by one (InTrL: 41-48 ).

From the above accounts, we can see that the teacher seldom uses loud reading as a means to teaching reading comprehension because he experienced it himself and believes that it could be of some help to others if a teacher applies it appropriately.

  **Category two: Approaches and methods**

According to Teacher A, the personal approach that he uses in teaching reading is something that has evolved from his past learning experience. Embedded in this personal approach is his partial understanding of reading comprehension, which is handicapped by the lack of coherent theoretical framework for understanding reading and the teaching of reading. He started the lesson by pre-teaching difficult words. This activity should have been followed by getting the students to do the actual reading or silent reading as it is done in real life. Nevertheless, the teacher rushed the students to carry out loud reading activity, which, according to him, had two teaching purposes. One had to do with improving students' pronunciation as well as reading speed, and the other developing students' understanding of the reading passage (InTrL, 43-45).

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What can be construed from the above discussion is that the teacher was taught in the traditional way, in which the teacher had the students read aloud and then answer the reading comprehension questions at the end (Baker, J. and Westrup, H. (2000).

Right after the out loud reading activity, the teacher rushed the students to carry out a silent reading activity and do three different post-reading activities-answering oral questions, doing multiple-choice questions and completing a table. As each of these activities demanded the students to apply varied reading skills, he needed to give them clear instructions as to whether they should read the passage wholly or partly or quickly or slowly to do the activities. In response to the question, "What reading techniques did you expect the students to apply for the three activities?, he said, "I told them to read the passage again and answer questions that followed the silent reading. This was in addition to the out loud reading the students did before. Ah, fast readers did not have problems to answer such questions". (InLTrL, 57-60).

From the above response, one can see that the teacher did not have clear understanding of task demand. Telling students to repeat reading may not solve the entire issue of task demand. He needed to raise different questions that could help him make reasonable decisions about a given task and the time it requires.

According to Nunan (1990) 'task demand' could be related to two aspects. One has to do with the time each task demands. One reading comprehension activity may require students to spend more time than another because of complexity. For example, completing a table may require students to spend more time than finding topic sentences. Time demand could also be seen in

light of students' level of reading ability. A slow reader could take more time than a fast reader.

The second aspect of task demand could be related to grouping arrangements. Certain tasks, like silent reading demand individual work. Other tasks like 'After-reading' activities may require more than one form of grouping arrangements to encourage discussion and thereby enhance students' learning achievements.

Therefore, when we look at the teacher's approaches to the teaching of reading in perspective, we find him lacking some pedagogical knowledge to maximize resources for students learning. For example, class room interaction was dominated by question/answer technique of teaching. Time of task that each activity required was not carefully considered. In response to the question, " What were your grouping arrangements like?", he said, "I did not use any formal grouping system because some students didn't bring their textbooks. Those who had the book were busy doing things I told them to do. Others who did not have the book were listening and trying to answer questions. When students made mistakes, I was giving corrections myself (InTrL 62-66).

The other area of emphasis of the interview was related to the teacher's knowledge about students' background and school context. In this regard the teacher was asked to reflect on why the students did not bring their textbooks and other learning materials to class. He said the following. "Students come to class even without exercise books and this is a problem that the school and teachers could not solve" (InTrL: 107-109 ). What this implies is that there exist no established school and/or classroom norms that guide students to behave in a proper way so that effective teaching and learning can take place.

**Category three: Evaluating teaching**

Evaluating ones teaching actions is a characteristic feature of reflective teaching because it enables a teacher to see in hindsight what he or she did and did not do and make provisions for future actions (Pennington, 1990). In connection with this, Teacher A was asked to evaluate the lesson he had taught. In response to the question, "Do you think the lesson was successful? Why? He reported that it was partly successful, partly not. He said, "--- to some extent, yes. This is because of the participation of active students" (InTrL: 74-75).

When prompted to further explain why he said, to "some extent", he explained, the loud reading was the most successful. And this was successful because those active students have done It successfully. The silent reading activity took time. Students could not finish it in time. They are slow readers. That is why I gave some part of the comprehension questions to be done at home (InTrL: 78-82).

He was further probed to raise any unusual or strange thing that he noticed in class. He explained that he was upset because of the disruptive behaviors of some students. He reported:

Yes. There was something unusual. The student whom I sent out really misbehaved and students usually come to class late. Today, students had a test. So there were late comers. Again students were not disciplined. There was unnecessary noise here and there. That is why, as you have seen, I forced one student to leave class and report to the Director's office (InTrL 111-117).

Identifying problems in one's teaching is one good aspect of a teacher's teaching ability. But it also needs the teacher to find possible or alternative approaches and methods to tackle those problems so that they would not be

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future threats to the teaching and learning situation. In light of this, therefore, the teacher was asked to reflect on what alternative pedagogical approaches and methods of teaching he would use in future. He said,

I don't think I can use another method. Students come without books. In this condition how can I use another method? Reading aloud is a good method because those students who don't have books can listen and answer comprehension questions. It is a good method to help students to listen if they don't have books and answer questions (InTrL, 98-103).

The teacher's diehard attitude to changing approaches and methods of teaching the reading lesson could be another manifestation of his lack of understanding of how a reading lesson should be taught through the use of different reading strategies.

### Category four: Self-awareness

Once a teacher has objectively evaluated his lesson and identified his or her areas of strengths and limitations, s/he is then expected to look forward to still becoming a better teacher by setting future personal professional growth and development goals and targets that would help him or her to evaluate his or her performance. As mentioned in the review of literature, reflective teaching is applied in a cyclical process (Pollard and Triggs,1997). So the practitioner self-assesses his or her work on constant basis to learn more about his work.

It was in this connection that Teacher A was asked to reflect on his self-perception as an English teacher about the teaching of reading comprehension in particular and his language teaching in general. He remarked,' …teaching is a respected job, but these days it is losing its social value. However, as English teacher, I respect my job and make plans to effectively teach my students. help them when they come for help. Because This is morally, psychologically, and professionally appropriate' (InTrL: 126-132).

Although the teacher's reflection about his self-awareness about teaching is too general, he seems to be so committed to assist his students whenever they need that help

**Category five: Questions about teaching**

In this last category Teacher A was invited to raise questions regarding the teaching and learning of reading skills. The question he raised was really a sensitive issue that calls for serious attention and deliberation by all stakeholders. The teacher expressed his concern as follows:

Students have different problems. Some of them have great interest to learn. Others come but they are not good learners. They spend time doing unnecessary things in the school compound. And these students have no good family guidance. And the school rule does not encourage you to take serious measure. What I can do if a student disturbs is send him out and make him report to school management but no measure is taken. This is disappointing. How can I solve this problem? (InTrL, 137-145)

The concern he expressed carries moral and ethical issues that needs to be addressed. The teacher, on his part seemed to have taken disciplinary measures, for which no lasting solution was given by the school management. Therefore the teacher's question is an open one that seeks suggestion or advice.

### 5.2.1.2 Teaching Vocabulary
#### 5.2.1.2.1 Brief lesson Report

Classroom discipline of Section 9D students was similar to that of Section 9F students. There were sporadic private talks and noises that the teacher had to manage. Whenever such things happened, he tapped a desk with a piece of chalk and students positively responded to his sign.

Teacher A wrote on the blackboard the following lesson objectives- (1) To help students understand meanings of words, and (2) to help students to construct sentences of their own using the new words. He then asked the students if they had revised the vocabulary items he taught them while he was dealing with the reading comprehension passage 'Taking Off'. Accordingly, he started his vocabulary lesson by asking the students to close their exercise books. He asked for volunteers to explain each of the following items- - flap, drag, landed, refuse, non-stop, resign, and crush. After going through all of the items, he asked them to open their exercise books and gave them a couple of minutes to study the items again. When the time allotted was over, he asked the students to close their textbooks and nominated individual students to answer his questions.

After having done that, the teacher introduced four other new vocabulary items, (boarding pass, steward, cabin-crew, and belt) which were not used in the reading passage. As he did above, he explained the meanings of each of these words and asked the students to spend three minutes and study the items by heart. The students did as they were told. Then he directed the questions first to the whole class, and then asked for volunteers to answer his questions. After having done all these, he moved on to the actual exercise provided in the textbook.

The first activity that the students had to grapple with was a matching exercise. He told the students to complete the task in five minutes and be ready to answer questions. As the students were already familiar with the words to be matched, they were able to complete the task quickly and answer the matching questions correctly. Then the teacher moved on to the next activity, and instructed the students to construct sentences using the following words-refuse, resign non-stop and crash. After a while, as he did before, he directed

his questions to the whole class but nominated individual students to read their sentences. Except for minor grammatical mistakes, such as my mother refuse to buy me shoes, almost all attempted answers were correct. After giving correction feedback, he moved on to the last exercise-completing sentences using verbs 'to take' and 'to last'. In this activity the teacher did not direct questions to the whole class and asked for volunteers to answer his questions. Instead, he modeled to the students how they should do the activity, and concluded his lesson by telling the students to complete the activity at home and come for discussion next class.

### 5.2.1.2.2 Data analysis

From the above lesson report we can see that Teacher A spent considerable time on vocabulary consolidation. Students had to clearly show to the teacher whether they have committed the items to memory or not. He also encouraged students' participation by initially directing questions to the whole class and then asking for volunteers to respond to his questions. This was how the teacher carried out the vocabulary consolidation routine. Now let's look at what the teacher talked about in the post-lesson interview regarding his teaching of the vocabulary lesson in respect to the five categories of the teaching of language and learning.

### Category one: Theories of teaching & Learning

Vocabulary is an area to which Teacher A attaches a great deal of importance because he feels that it is one of the building blocks of language learning (InTrL 171-172). For example, as mentioned in the lesson report above, in addition to the vocabulary items given in the book, he included words like boarding time, steward, and so forth which are not in the list of words given in the test book.. When he was asked on what basis he selected those items, he said that they were all in the same semantic field. He believes that asking students to learn vocabulary items that belong to the same semantic field would help them to

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recall as well as use them in speech (InTrL,185-187). The concept of semantic field was introduced to him in linguistics courses he took when he was running for his first degree in English (InTrL, 195-197).

As briefly recounted in the lesson report above, Teacher A asked students to close their books and give explanations of words he asked them to revise at home. This routine was again repeated after the teacher introduced the new items. This vocabulary consolidation routine is something that Teacher A has developed over the years of his teaching career. When he was asked the rational for the routine he explained that from his teaching experience, he has come to understand that some of his students watch TV programmes and others are usually unable to get help from their family members. If he was to ask them questions individually from the beginning, many of them may not be able to give an answer. Therefore, by directing the questions to the whole class, and asking for volunteers, he can be confident that those who volunteer know the answer. As they are giving the answer, those who do not know the words will have the chance to hear the explanation first. To consolidate the verbal explanation given by their classmates, the teacher gave them another opportunity to read the explanations in their textbooks. This, according to him, helps them to recall the words better ( InTrL, 189-190, 221).

Surrounding this routine is Teacher A's knowledge of the students' life patterns and their families background. He also takes into account students' sensitivity to psychological well-being and an understanding of the need for consolidation in learning. Reflecting on his practice in vocabulary consolidation, he said, "Well, ah, teaching does not mean the students have learnt what you taught them in a lesson. I have to try to give them different chances to help them learn something in a better way. I don't feel it is enough to ask students to study at home because they may not study things I tell them to study in class (InTrL 247-252).

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This teaching routine emerged through what Teacher A described: "It happened slowly, little by little" (InTrL, 254). He realized the importance of vocabulary consolidation in learning after his unsuccessful experiences in the first few years of teaching when he found that his students did not remember what was taught in class, did poorly in exams, and had limited vocabulary (LTrL245-248). So he convinced himself that consolidation strategy would be of much help to students' vocabulary learning and decided to maintain it as his personal practical theory of teaching (InTrL, 258-271).

### Category two: Approaches and methods

As discussed above the vocabulary consolidation practice is the strategy that Teacher A used to help students retain meanings of words longer. It was after completing this routine that he started to deal with the actual lesson activities designed in the students' textbooks. His approach was based on the semester plan set according to the school's curriculum. In the interview the teacher made it clear that he uses such an approach in teaching the lesson. He explained,

My approach is not different from the semester plan set at the department. Based on that plan I prepare my daily lesson plan and teach according to that plan. I introduced the lesson by asking students to recall and revise words they covered in the reading passage Then I asked them to do all exercises given in their textbooks,   ( InTL,152-157).

According to Teacher A's explanation, his teaching approach is determined by the calendar set in his teaching unit. Woods (1996) elaborates two types of concurrent course structuring: chronological and conceptual. The former is preordained by the calendar and the clock. It is not part of teachers' decisions but plays a crucial role. It could also be constraining. The latter consists of

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conceptual units or elements at different levels of abstraction. They can be content, goals or methods. (Woods, 1996 cited in Tsui, 2003, P. 187).

When we look at the teacher's work plan and lesson implementation, we find that both course structures are concurrently used. As mentioned in the lesson report above, activities included in the vocabulary lesson to be presented were sequentially put in the following way-matching exercise, constructing sentences using new words and completing sentences using verbs 'to take' and 'to last'. Teacher A planned, and followed closely the chronological order of the activities. But when presenting the last exercise, he did not use the technique of asking for volunteers to answer his questions. He used a different approach. Before directing the questions to the whole class and asking for volunteers, he first showed them how they should refer to the reading passage and make complete sentences using verbs 'to take' and 'to last'. It was after his modeling that the students attempted to do the activity. When asked the rational for the use of a different approach, he explained that the activity was not as such easy for students to do it on their own. It required them to find appropriate information from the reading passage and complete sentences. So to successfully complete the activity they needed some help" (InTrL 279-283).

From the above brief discussion we can see that the teacher's approach to managing the classroom for students learning was based on his knowledge about task complexity and students' ability to manage certain activities.

### Category three: Evaluating teaching

When evaluating teaching, it is important that we consider issues that contribute to the success or failure of a lesson. For example, issues like teacher activity, student activity, successful and unsuccessful things about a lesson, and suggestions for improvement could be some of the points that could be raised and critically evaluated

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When we look at Teacher A's lesson report, we can see that he had clearly communicated his lesson objectives to the students and used some active learning methods to help him realize his set aims. For example, throughout the lesson the teacher was asking volunteer students to answer his questions. And these volunteers were able to show their understanding. These are some of the things that took place in the classroom.

Therefore, when evaluating teaching, a teacher is expected to look into a range of issues so that s/he can fairly self-assess the lesson and see the degree to which his instructional objectives have been met or not. If the lesson went well, s/he records conditions that contributed to the success. If it did not, s/he tries to look into problems that negatively contributed to the failure of the lesson and seeks solution(s) to address them. This way of reflection in teaching is defined as 'moral craft by Pratte and Rury (1991cited in the review of literature). They say,

"Teachers should possess a capacity for self-evaluation, of deep satisfaction at something well done or remorse for something failed, shame at slovenly work, a loss of self-respect for carelessness and intellectual disposition". By implication this tells teachers to be critical reflectors on their work in order to achieve a better understanding and make informed decisions of their actions (Pratte & Rury,1991 P,19)

In connection with this Teacher A was asked to reflect on his teaching action and he said that it was successful because some students have shown active participation in the classroom. He explained:

> I think it was successful because the students were busy doing the exercises and were able to complete them on time. My questions were directed first to the whole class, but I gave chances to volunteer students because I feel that if I asked individuals who did not know the answer or

were not ready to do that, they would be embarrassed. They would be ashamed. By doing that I feel that participation would be increased (InTrL285-291).

The teacher's sensitivity to the students' psychological well-being and his understanding of their academic performance are important points to attend to and find out ways to get them addressed. A further probing question was raised to the teacher to know whether he would claim he had taught all the students or not. He said he would not and gave the following rationale: "Well, ah I can't say like that because there are individuals who are not really doing things I expect them to do. Their attitude to learning is not good (InTrL 281-283).

In relation to this the teacher was asked if he could think of other alternative approaches or methods to help students maximize their learning achievements. He explained that he focuses on volunteer students to answer questions. He doesn't force students to give answers if they are not willing. This is the change that made him help and encourage students who have low moral or interest to learn (298-301). "For example", he said: "...if you take students of Section D, the class you observed today, they don't behave properly in class. They don't bring their books. They always create problems.  On my part, I have tried many times to advise them but...but they have not changed their behavior. So I don't think change in, ah... method of teaching solves such serious   problems". (InTrL 302-308).

Then what should be done to improve this situation?, was the next probing question presented to him. And his answer was," This is beyond my power. But, I think, parents, school administration and others can take action to change students' attitude to learn" (InTrL: 310-312)

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The above account gives the impression that certain problems are so deep rooted and therefore require due attention from other concerned parties. The teacher's careful consideration of the problem is one significant product of critical reflection that combined his critical thinking and practical experience (Ginsberg, 1988 cited in the Review of Literature). In other words, the teacher's critical reflection implies his active concern with educational aims and consequences, which require the professional to be responsible for the actions s/he takes in the classroom and their impacts on the curriculum at large.

### Category four: self-awareness

Self-awareness is the perception one has about his/ her teaching approaches, methods, and techniques and how these have developed his/ her confidence over time or otherwise and set goals for future personal professional growth and development, and thereby enhance students' achievement. Regarding this, Teacher A was asked about his self-awareness about his teaching and students learning of language. He expressed his reaction in a more general way. He explained, "Teaching English is not easy as some people think. It is not only, ah, about making effective preparation, but, ...but also about knowing students interest to learn, and goals they want to achieve. These are important points a teacher should take as part of his teaching responsibility. (InTrL 330-334).

Although the teacher did not explicitly talk about his personal professional career development plans, he seems to suggest, in an indirect way, that a teacher should be able to gather data about students' problems and analyze them so that his or her evaluation and judgments would be sound.

### Category five: Asking question about teaching and learning

In this category a teacher is required to stand back from his past teaching experience and see what went well and what did not and pose question(s) that

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relate to reasons why certain things happened the way they happened or what conditions need to be considered and how it should be done next time.

In this regard the teacher was asked to pose questions, if any, about the lesson he had taught. The question that the teacher raised was about student motivation in language learning. The teacher recognized that motivation is important for students' learning, but is unclear about what type of motivation should one use to motivate students to learn. He said: "Well, umm... motivating students to learn language is important. But how do we motivate them? Some students' have a desire to use English in school and even outside. Others don't have such desire. Even they are not willing to do activities you give them as homework or class work. How can a teacher motivate such unwilling students? I really don't know. (InTrL,351-358)

Teacher A is well aware that motivation plays an important part in learning. But he does not appear to have adequate knowledge about what type of motivation to use in contexts like when students are indifferent to learn English. The teacher's question is not therefore for reasons why certain things happened the way they happened but on trying to get suggestions and recommendations from others. The teacher's reflection is thus focused on knowing descriptive aspects of motivation rather than the root causes of something. The teacher's uncritical reflective stance to teaching and learning issues is less likely to make his judgment more fruitful.

### 5.2.1.3 Grammar Teaching
#### 5.2.1.3.1 Brief Lesson Report

The section that Teacher A taught the grammar lesson was not the ones he had taught reading and vocabulary lessons. Section B students were well-behaved. Their seating arrangements were orderly. Few students who came a bit late for

class took their seats quickly. After taking a roll call, the teacher closed the door and started his lesson.

The grammar lesson was based on the form of verbs followed by the infinitive and '-ing'. He commenced the lesson by asking students to read five sentences given in Exercise 1 of their text book and check in their groups which verbs were followed by '-ing'. After a couple of minutes, many students raised their hands to answer the question. A student who got the first opportunity correctly identified the three verbs (deny, play and enjoy) which were followed by '...ing'. The teacher motivated the student saying 'very good. ...", and proceeded to give explanations and illustrative examples for each of the verb forms. Following is the stuff he used to present content of the lesson:

The '-ing' form of the verb is the form that ends with '-ing', e.g. going, thinking, making, following.

The 'infinitive' is the simple form of the verb with 'to' e.g. to go, to make, to think, to follow.

Some verbs can only be followed by the infinitive, e.g. The servant refused to fly in the glider. Others can be followed by the infinitive and also by '-ing' e.g. I like listening (to listen) to the radio

After the students finished reading the note silently, he asked the class what they got from the note they read. A student got up and said, "verbs can be followed by 'to' or '-ing' or both. Then the teacher directed the students to refer to the first two paragraphs of the reading passage on 'Taking Off' and identify verbs which were followed by the infinitive, the '-ing' and verbs which take both forms. Five minutes were given for them to complete the task. A student who finished the task quickly read out two verb forms- tried to, and going to- he

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found in both paragraphs. The teacher confirmed that these were the only verb forms used in both paragraphs, and asked the students to be in pairs and study a conversation given in Exercise 2, which required them to change verbs in brackets into the infinitive form, and then read the conversation aloud first to each other and later to whole class. Below is an extract of the conversation given in the text book:

Student A: Let's arrange (meet) this evening. I need (relax).
Student B: Ok. but we musn't forget (do) our homework. We need (study) for tomorrow's Biology test.
Student A: Yes, I want (get ) high marks so I must do some revision. Let's study at your house first and   then we can relax.

After the students practiced the conversation for about ten minutes, he invited two pairs of students to come out and present their works to the whole class. The students did it very well. As the result of this the whole class applauded to express their satisfaction. This was followed by another activity which required students to complete sentences using the correct form of verbs given in brackets. The teacher reminded the students to do the task first individually and then in pairs. This created a lively classroom discussion, and students were able to complete the task quickly and successfully. Except one, all questions were answered correctly. After the teacher gave correction feedback for the wrong answer given by a student, he asked them to write sentences of their own using verbs listed in the previous exercise. Many students were able to produce correct sentences. Some of these were-

Our AIDS club wants to help patients;
I hope to see my brother next week;
I like watching films;
my mother refused to buy me shoes;

My father started farming many years ago; and

I forgot to bring my English book.

The teacher concluded the lesson saying, "To-day you have done a nice work. I know you were too busy. You are tired. We have finished Part A. We will do Part B in our next period" (LoTrL, 166-168).

From the above account we can see that the teacher followed very closely the scheme of work given in the textbook. Nearly all the activities suggested in the book were covered. There was high classroom interaction. Students' were motivated to do tasks given to them very quickly and correctly. The teacher's classroom organization, and teaching techniques were clear. Thus said, let's see what the teacher said about the lesson he taught in light of Ho and Richards' five categories of language teaching and learning.

### 5.2.1.3.2 Data Analysis
**Category one: Theories/beliefs**

Grammar teaching, like vocabulary, is an area Teacher A attaches a great deal of importance because he feels that it is one of the building blocks of language learning. He believes that in order to help students learn, they should be given opportunities to work together and produce things using language. In connection with this he was asked what he thinks about the teaching and learning of grammar. He said,

I think grammar is key to language learning. Students should be given chances to work together, practice the grammar item we want them to master and produce something they have learnt. This is the reason why I was asking students to present the result of their discussions. " (InTrL 398-401).

This gives the impression that learning should be outcome oriented and that there should be evidence to show that learning has taken place. Teacher A also holds that grammar teaching is an area where he believes it is easy to teach than other language skills. In the interview, he said that grammar teaching is appropriate for this. It is relatively easy to see students' learning outcomes when compared to other skills. He believes that grammar need to be taught systematically. Students should be given enough exercises so that they can see its usage and discover the rule of grammar by themselves. If students master the usage of a grammar item they can correctly use it in the appropriate context. (InTrL 404-406).

Taking all this together, the teacher was asked to reflect on his knowledge about the teaching and learning of grammar. According to him, his teaching of grammar has been influenced by ways different experts used in teaching language skills. He picked up the concept of 'communicative approach" to the teaching of language that he experienced in a workshop he participated some years back. He said,

I remember a workshop organized by the American Embassy. The experts method of teaching was communicative. In the workshop we had lots of talk, pair work, group work and discussions. At the end of each of these activities, we had to produce something of what we discussed. I have been influenced by their method of teaching. I learnt a lot. I use different groups to teach grammar lesson (InTrL 429-434).

The other source of influence came from Teacher A's undergraduate English language trainer at Addis Ababa University. He explained:

> I have also another model that influenced my way of teaching grammar. He is teacher at Addis Ababa University. When he taught grammar, he selected sentences with similar patterns, and put them on the black-

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board, and, ah,.... get students deduce rules from given sentences. This way of presenting a grammar lesson was clear, easy to follow. I use his method when I teach grammar (InTrL: 434-439).

We can see above that the inductive approach that the model teacher used to help students identify sentence patterns and formulate rules was one feature of Teacher A's  grammar instruction. His own language learning experience in training institutions and a workshop he participated exposed him to teach English in meaningful contexts that enhanced students learning outcomes.

### Category two: approaches and methods

As discussed above Teacher A believes that in order to help students learn, they should be given opportunities to work together. He also believes that language must be learned in meaningful and communicative contexts. These believes figure out in his planning of the scheme of work. For Teacher A, a unit in his scheme of work is a coherent whole in which the various language skills are embedded in the language tasks students are required to complete. He does not see the four language skills as discrete abilities that should be dealt by isolating one from the other. For example, when planning a unit on 'Taking Off', he started with a reading passage on the flights made by people using gliders and other motor driven airplanes. The passage served as the context for teaching grammar (form of verbs followed by the infinitive and '-ing'). Teacher A talked about his planning for a unit after I observed parts of this unit:

The topic of Unit One is' Taking Off. The grammar teaching was on verb forms followed by the infinitive and the '-ing'. The students had to find from the reading passage sentences which carry both verb forms. I used the reading passage as a source to teach the grammar lesson. l also used all the activities given in the text book (InTrL, 360-364).

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Still Teacher A's grammar teaching was organized around the language tasks that students had to perform using the reading passage and activities provided in the text books. When Teacher A was asked how he approached the teaching of grammar, he gave the following account:

> I was teaching grammar in a theoretical way. Nowadays I check if the grammar item I am going to teach is based on the reading passage. If it is based on the reading passage, I try to encourage students, ah, read the passage again and find verb forms used in it. I also use activities given in the book. Today, I started the grammar lesson with the first activity. I did not tell them about forms of verbs they were going to learn. I just asked them to do one activity after another so that they can learn more by themselves. I started the lesson with the first activity, ah, which was easy for the students to understand and identify one type of verb form. I asked them to individually try an activity and then discuss things together and produce something they understood. This was how I taught the lesson (InTrL: 371-381).

From the above account we can see principles that Teacher A followed in teaching the grammar lesson:

First, grammar item must be presented in meaningful context that is integrating reading with the teaching of grammar. Second, an inductive approach is used to help learners get the awareness about verb forms. Third students are given examples before they produce something they understood. Fourth, starting a lesson with easier activities so that students be familiar with the grammar item they are handling;

We can see from above that Teacher A structured his instructions in such a way that it would help students to become aware of the grammatical item and be able to use the target structures appropriately in meaningful contexts. The ways in which the target structures are presented to students, the language tasks that they are required to complete, and the linguistic complexity of the tasks are important elements. Ellis 1998) points out that there are four theoretically motivated options in grammar instruction. The first option is the

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presentation of the target structures in written or oral texts to help learners to identify its salient features referred to 'structured input'. The second option is the direct and explicit explanation of rules, referred to as direct "explicit instruction or the indirect consciousness raising which involves learners working out the rules for themselves. The third option is the elicitation of the production of the target structure, usually going from sentence level to text level creations referred to as "production practice". The forth option is to provide feedback to learners when they have made errors, referred to as "negative feedback". The argument is that it serves as a way of drawing learners' attention to the gap between their own production and grammatically correct production (see for example, Lightbown and Spada,1990). Research evidence suggests that the use of more than one option is often more effective. For example, structured input used together with explicit instruction was found to be most effective in helping learners understand as well as produce the target structure (see for example, Tanaka, 1996, cited in Ellis, 1998).

Teacher A adopted an eclectic approach, and his grammar lesson contains all four options. To illustrate how they are realized in the classroom, let us take, for example, his lesson on form of verbs. Teacher A asked the students to go through the first exercise and identify verbs followed by the '-ing'. He also asked them to read the first two paragraphs and identify verbs that are followed by the infinitive and '-ing'. In this segment, he used the 'structured input," approach. This was followed by 'explicit instruction," in which he explained the note given in their book to help them understand how each verb form is used in context. After providing "explicit instruction," he asked the students to read silently and further notice verbs which can only take the infinitive form, the '-ing' form, and those which are followed by both forms. Then students were asked to change verbs given in brackets into their proper forms and read a conversation loud first to each other and later to whole class. They had also another exercise that required them to construct sentences of

their own. These activities reinforced the production stage. He also gave correction feedback to a student's mistaken answer.

### Category three: Evaluating Teaching

In this category Teacher A was required to recall, consider and evaluate his teaching acts as a basis for the evaluation of his work and make informed decisions, and as a source for planning and action. In this regard Teacher A was asked to evaluate the grammar lesson he taught. He explained:

Ah, it was successful. There are reasons for this. One thing is students' interest. Students were very interested in what they were doing. Also the tasks were easy. Students were able to practice and produce something they learnt from the lesson.  In other wards my teaching method was student center.  I did not teach or tell to the students the different verb forms. I asked them to do different exercises in pairs and groups and identify the forms and produce their own sentences (InTrL, 416-422).

The teacher, albeit to a lesser degree, evaluated the lesson negatively. This failure was attributed to some students' lack of motivation to take part in discussion. When the teacher was asked to what he ascribes that failure, he said that it could be related to culture and language background of the students. Some of them don't try to participate not because they lack language facility but because they are shy (InTrL 451-454). In this regard the teacher was asked if he could think of other alternative approaches to improve learning capacities of such students. He said, "ah , it is difficult for me to precisely say this should be done. It is about culture. What can I do with students who are shy?" (InTrL, 457-458)

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**Category four: self-awareness**

In the interview Teacher A was asked about his self-perception regarding the teaching of language. He expressed that he is comfortable with the student-center method of teaching because he believes that it encourages them not to count on the teacher for any knowledge gap they might have but discover knowledge on their own. He explained: "I think I have said something about it before. If they are given opportunities to work together, I believe, little by little they can take responsibility for their own learning. They will not always depend on teacher to give information or knowledge they don't have" (LTrL 462-465). Yet he feels that he needs to know more about teaching language. He explained, " ...But this does not mean that my role is only facilitating students' learning. I have to learn more about teaching. Teaching is learning. I should learn more from my own teaching experience and other teachers' experience about how language should be taught. ... (InTrL 465-469).

From the teacher's account we can see that he perceives teaching as a dynamic process that require a teacher to view it as a self-discovery process in which he or she tries to construct his/her own theory of teaching that draws on his experience and knowledge accumulated over time as well as experiences of others.

**Category five: Questions about teaching**

In the interview Teacher A was asked to raise questions regarding the teaching of grammar or other language skills. In response to the question, "Do you have any question to raise about your teaching?, he said, " Well, in the grammar class, I feel that students were tired because I gave them too much load. But they were able to do most of the work. In the other sections that I teach I don't see such moral and interest of students to do class activities. I don't know why?"(InTrL: 473-476).

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The teacher's question is directly related to knowing the reasons why certain groups of students do not behave in ways other groups act. Asking this question means confronting oneself and considering alternative views and generation of goals for future critical action. So the teacher's quest for reasons shows his personal and professional empowerment endeavors.

### 5.2.2 Teacher B

Teacher B was observed three times and were recorded on audio-cassette recorder. The recorded lessons on which the post-lesson interview and discussion were based indicate that Teacher B had taught one reading comprehension based on a passage entitled 'How Writing Developed' and one vocabulary lesson based on that passage and one grammar lesson based on the structure 'Passive voice'.

The lesson observations took place in three grade 9 sections (section A, G and H) that Teacher B taught. The classes he taught had 43, 46 and 48 students each. The physical size of the classrooms was almost similar. Students were sharing a book for three and four to do the reading lesson.

#### 5.2.2.1 Teaching of Reading
##### 5.2.2.1.1 Brief Lesson Report

There were about 43 students in Section 9A. Students' seating arrangements were orderly. Classroom discipline was remarkable. One could possibly sense as if s/he was in a library where silence is highly observed. When the teacher turned up for class, students got up to greet him. After the exchange of greetings, a student rushed out of his seat and cleaned the blackboard. The teacher wrote the topic of the reading comprehension passage 'How Writing Developed' on the blackboard and then gave series of instructions that students should observe. He announced to the students that they would read the passage two times; the first reading for general understanding, and the second for answering specific questions. The teacher continued giving detailed

instructions as shown below:

T (Teacher): you will read the passage two times. The first reading is for general understanding. Don't focus on words or phrases. Just read very quickly to get general idea. Do you get my message?

Ss (students): Yes, teacher.

T: I will give you ten minutes for this. Ok? I am sure you understand me. The second

reading is detailed reading. This will help you to answer specific questions about the

passage. Do you understand? Ask me if you don't understand. Ok, Aster, what did I say?

S (student):  No response.

T:  Ok. Biniam, what did I say?

S: You said, we are going to read the passage two times. In the first, ah, we are going to read

for general meaning. In the second, we are going to read for detail.

T: Very good. …Now, take ten minutes for the first reading. Remember, this is silent reading.

Ok? Now, you can start.

After ten minutes of reading, the teacher continued his instructions:

T: Now, before you start the second reading, I want you to read questions in Exercise 1. Ok?

so,… to answer the three questions, you have to scan the passage. Read the instruction

given in your book. I will give you another ten minutes to do the exercise. Is it clear?

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Ss: yes.

T: Take ten minutes only, Ok? You are going to answer scanning questions in exercise 1. Do

you understand? Ask if you are not clear with my instruction. Ok? Now start reading the

passage. Ok?  Am I clear?

Ss: yes

T: Ok. Start reading. Remember that it is silent reading. No one is    allowed to read loudly. Ok?

(LoTrL, 7-18)

All this time the students were quietly listening to the teacher's instructions. Right after the students started reading, the teacher wrote the allotted time on the board. When the students took about eight minutes, he reminded them to be ready to take part in the teacher-led question-answer session. He then started calling students by name to respond to his questions. The following extract shows how the process went about:

T: Aster, answer question one. How many kinds of writing are described
   in the passage?

    S: Three.

    T: Students, do you think the answer is correct?

    Ss: No.

    T: who can help her? Yes, Dawit?

    S: Four

    T: Students, is the answer correct?

    Ss: Yes.

    T: Yes. They are four. What are they? Abate.

    S: Pictogram, Ideogram, Phonogram and Alphabet

                            (LoTrL 22-32)

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The teacher motivated the students saying' very good', and then moved on to the second exercise-guessing meanings of words in context. The words to be guessed were: communicate, represent, similarly, combination, record, consist, accurately, alphabet, and express. The teacher instructed the students to read the passage again and identify contextual meanings of those words. He allotted ten minutes for it. The teacher was so strict about time. A minute before the allotted time, he informed the students to get ready for the question-answer session. He started asking individual students to answer questions. Whatever answers a student gave; it was referred to other students for evaluation The question-answer session continued and a student, Abebe, was asked to first pronounce the word 'record' and then give its contextual meaning. Abebe's attempts were not correct. Another student was asked to pronounce the word as a noun and as a verb. He too could not do it. Instead of focusing on the main issue of the day's lesson, Teacher B shifted his teaching to pronunciation and spent time giving students pronunciation practice. Consequently, he was only able to get students guess the meanings of five words out of ten, and ended his lesson by assigning the students to complete the task as well as do Exercises 3 and 4 of the reading passage at home and come for discussion next time.

### 5.2.2.1.2 Data Analysis

From the above account, the teacher's class could be characterized by teacher-centeredness, order, and control. The students were generally well-behaved. One could get a strong sense that the teacher was the figure of authority and that the students were respectful to the teacher. Students raised hands when they wanted to ask or answer a question, and they waited until they were called on to answer a question.

The teacher also went astray and started giving detailed explanation of the meaning and pronunciation of the word 'record'. This is something that created a fragmentation of the teacher's understanding of the teaching of reading

comprehension. Thus said, let's now have a look at what the teacher talked about in the post-lesson interview regarding his teaching performance visa-a-vie the five themes or categories of teaching and learning of language identified by Ho and Richards (1993).

### Category one: theory/ belief

As mentioned above, Teacher B's class is typified by the predominance of his talk. He was able to manage students' learning by establishing certain classroom norms and routines. When the teacher was asked to reflect on his beliefs about the contributions of the class room norms and routines to effective teaching and learning, he reported,

" … when I teach I want the students to be attentive and listen to my instructions When I ask students to answer a question, other students should listen to what their classmates say. So I believe that teaching and learning require effective listening… they should respect rules that I tell them to respect. If there are no such things in the classroom, teaching and learning activities could not go smoothly (InTrL, 48-52)

The teacher's belief about the establishment and maintenance of classroom norms and routines seems to be consistent with what studies of effective and ineffective teachers have reported. They pointed out that well-established classroom norms and routines are important means of preventing disruption and managing learning in the classroom (kounin, 1970; Anderson, Evertson and Emmer, 1980; Calderhead, 1984, cited in Tsui, 2003).

According to Teacher B, the source for that sort of class room management technique is not gained from an expert or reading books on teaching theories but his long teaching experience. He explained,

I learned many things from my teaching experience. One good experience is about handling students' behavior. Some students come to class without their learning materials. Others, ah, come late for class. Again in class they shout; they don't show good discipline. So to solve these problems, at the beginning of the school year, I inform them what they should do when they come to the class. I seriously follow the rules and I always remind them to follow that and they do it. I have found this technique effective to control students' class room behavior. This is what I got from my teaching experience. I didn't get it from teaching experts or by reading books but through my teaching experience. That's it (InTrL, 54-62).

From the above account, we can see that the sources for knowledge creation is not only derived from what other skillful people tell us or write us but also from our own past work experiences. By implication our knowledge about teaching and learning can be enhanced through the process of reflection- on- action (Schon 1983). As Teacher B did, we reflect on what we did or did not do because something about the situation troubles us and prompts us to reflect and take actions that would help us improve our teaching.

### Category two: Approaches and methods

When Teacher B was asked about his work plan, he stated that all his lesson preparations were based on the school's yearly academic progrmme, and all other breakdowns are done based on that framework. He said:

> ...I always base my teaching plans on the yearly plan. Based on this I prepare the semester plan. The weekly plan is prepared based on that. And I follow my daily lesson plans and teach the different language skills as they are given in the students' text books. For example, when I teach reading, I start from the first exercise and I go to the next, and the next. But sometimes I start with easy exercises that are easy for the students. I start with easy exercise and go to the difficult ones. I do this because students learning background is different. Some students are able to do activities you give them. Low achiever students may not do that. So I

make changes to help these students to start from easy exercise and do the difficult ones.(InTrL 12-19).

From the teacher's account, we can see that the teacher implemented the two types of concurrent course structuring: the chronological and conceptual when teaching reading (Woods, 1985 cited earlier). While following the order of presentations of units and sub-units of a chapter or section given in the text book, he makes adjustments of activities or tasks he thinks are potentially difficult for his students. The teacher's awareness about task complexity or difficulty, and making changes in his work plans helps him to facilitate students learning.

In the interview, the teacher clearly stated that his lesson objectives for the teaching of reading were aimed at developing students' abilities to identify topic sentences and supporting sentences and guessing meanings of words underlined in the passage (InTrL. 22-24). Nevertheless, the teacher's approach or procedure to the teaching of these reading skills was not clearly manifested in his teaching instructions. In response to the question, "What was the approach you used to teaching the lesson? he said that he gave the students enough time to read and answer questions. They read it again and again (LInTrL, 26-27). This implies that the teacher has a misunderstanding or lack of knowledge about the teaching of reading skills. The teacher should have made his students be aware of the type of reading skill they should pursue when trying to do a certain reading activity.

The teacher used one mode of grouping arrangement (individual work) for all the tasks the students were supposed to do. He asked students to read the passage silently and answer questions by raising their hands. When a student's answer was wrong, the teacher did not try to encourage them do the task in pairs or whole class interaction. When the teacher was asked why he did not try to apply such teaching techniques, he said

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It was possible to use such techniques, but most of the time I find students discussing things not related to their work. In a group work, one member plays an active role. Ah, the other members are passive. Ah, sometimes they shout. So to solve this problem I use individual work most of the time (InTrL 71-74).

The teacher's skepticism about the malleability of other forms of grouping arrangements could be ascribed to two reasons. One has to do with the belief he has about teaching and learning. As mentioned above, his class was typified by teacher centeredness, order and control. He wanted things to be done in ways he believes should be done. The other has to do with his lack of understanding of task demand. Some tasks may require students to talk, to discuss with one another. And this generates noise. Other tasks may not involve learners to get into such noise provoking talks and discussions.. Therefore, the teacher needed to discriminate on-task and off-task noise and allow students to make use of other forms of grouping arrangements to help them learn from each others' contributions.

The teacher's method of teaching the reading lesson, as mentioned earlier, was teacher-fronted one. The students had to strictly follow his instructions and act accordingly. In other words, the students' roles were limited to responding to questions he asks or listen to instructions and explanation he gives.  One typical example could be his digression from the main teaching points of the lesson. His digression took time. As a result he could not finish his planned lesson. In fact, that aspect of pronunciation was not in his lesson plan but he wanted to spend time on that because he believes that that was the right moment for him to teach them how the word is pronounced because pronunciation is not included in the students textbook (InTrL, 79-80).

Category three: Evaluating Teaching

Teacher B did not wholly evaluate his lesson as successful one. He confessed that his lesson did not go well because he could not finish his planned lesson and majority of the students did not participate in the question-answer sessions because of the time he spent teaching pronunciation (LInTrL, 95-97). As the teacher has rightly put it, classroom participation was really dominated by few students who got the opportunity to try to answer questions because they were able to raise their hands faster than others. The teacher did not try to give enough space and time for other students to take part in the teacher-led activities. When asked why he did not offer them such opportunities, he said, "ah, all students don't have similar language base. Ah, because of this majority of them are slow readers. They don't finish exercise in time" (InTrL,92-93). In the interview he was also asked why he digressed and spent time teaching the pronunciation of the word 'record'. He said, "Students should know how to pronounce such words. The word record should be read as a noun and as a verb they must learn it'" (InTrL, 79-80).

From the above response, we can see that the teacher was well aware that he moved off the central topic of his lesson, but he did not want to put off the subject for later treatment because he believed that that was the right time for him to teach students some aspects of pronunciation (LTr, 84-85). Here it can be argued that teaching pronunciation is important but it shall not be done at the expense of the day's lesson. The teacher's decision to spend time on an unplanned activity gave rise to his failure to emphasize on core activities of the reading lesson. In this connection the teacher was asked if he could think of other alternative approaches, if he were to teach the lesson again. He insisted that he would employ the same approach on the rationale that there is no section or unit that teachers could exploit to teach pronunciation (LInTrL 105-107). The teacher's persistence to maintain his teaching approach implies his great concern for the improvement of teaching materials, which of course should be taken care of by concerned bodies such as textbook writers.

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**Category four: self-awareness**

Although the teacher's perceptions about himself as a language teacher are manifested in the lesson evaluation he made above, he was again enquired to say more about his teaching style, limitations and plans for further personal growth. When the teacher was asked about his self-perception of the teaching of reading, he did not point out any specific teaching problem that he wants to get improved. However, he was able to give a general comment on the difficulty of teaching reading. He said, "ah, teaching reading comprehension is difficult because some passages are difficult for students to understand. This does not motivate them. Because of this I sometimes start from teaching vocabulary and go to the main reading. This, I think, motivates students to read (InTrL, 108-111).

**Category five: Questions about teaching**

In the interview the teacher was asked to raise questions, if he had any, about his teaching of the reading lesson. His question, which sought some kind of recommendation, was related to students' indifference to do reading comprehension tasks due to lack of enough vocabulary stock. He said, "Well, ah ... most of the time students don't have interest in doing reading comprehension activities because they don't have enough vocabulary knowledge to read and understand a passage and answer questions. Ah, I feel that my students need to improve their vocabulary knowledge but I don't know how to do it now (InTrL114-117)

From the above account, we can see that the teacher does not seem to look for reasons why students fail to study new words and use them daily, but searches for other persons' advice or recommendation to solve the problem.

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### 5.2.2.2 Vocabulary Teaching

### 5.2.2.2.1 Brief Lesson Report

The vocabulary lesson was conducted in section '9H'. Teacher B was so strict about routines he had established. Students had to respond to his questions by raising their hands.

The teacher's vocabulary lesson could roughly be divided into three segments. In the first segment the teacher dealt with the collection of students' home work that he had given during the teaching of a reading lesson. He asked the students whether they had done the assignment or not. He said, "Have you done the homework? Those of you who have not done, raise your hands"? (LoTrL, p 306). Four students raised their hands and reported that they had not done it. Then he said, "Didn't I tell you to do it? Ok. You stay outside and talk to me later". He then called the class monitor and instructed him to collect the homework.(LoTrL, 75-77, p.306)

The first segment set the general tone of Teacher B's class. He reminded the rest of the class to properly behave and do class activities. This was an indication that any rule violation would lead to some kind of penalty.

In the second segment of the lesson the teacher introduced the vocabulary lesson by asking students to tell him what new words they learnt from the reading comprehension lesson they had covered before. He said, " What words did you learn from the reading passage-How Writing Developed? Just ask your mind. What do you remember? (LoTrL 81-83, P. 306) After few seconds, he asked for volunteers to name some words they can recall. Three students a piece each gave the following words- invent, record, alphabet. He waited for a while to get some more vocabulary items from other volunteers. When he felt that he could not get additional words from other students, he told them to open their textbooks to page 58 and complete a Fill-in exercise in just five

minutes. The teacher did not indicate to the students whether they should do the task individually, in pairs or in groups. But the students seemed to have chosen the first mode. They were all silently doing the activity as an individual work. After five minutes, the teacher carried a question-answer session in which few students participated in the discussion. All this took place in an orderly manner. No student dared to give an answer unless s/he was given the chance by the teacher. Volunteer students answered the teacher's question one after another. When a wrong answer was given, he referred it to the class and encouraged them to try to give correct answers. Following this the teacher moved on to Exercise 2, and asked students to construct sentences of their own using the following words-ideas, alphabet, invented, ancient and communicate. He gave ten minutes for this. After about seven minutes or so, the teacher informed the students that they would write their sentences on the black board. When the allotted time was over, the teacher asked for volunteer students to come out and write their sentences.  Following are sentences written by the five volunteer students:

Student 1: A picture show ideas we can't see.

// 2: Amharic alphabet have 25 letters.

// 3: Wright brothers invented an  airplane.

// 4: People communicate by language.

// 41: Ancient people lived in the forests.

The teacher appreciated the students saying "very good". I know that you can do such difficult questions" (LoTrL 110, P. 307). He then called the class to have a good look at each sentence and identify grammatical mistakes and correct them. A student came out to the board and corrected sentences one and two by creating subject-verb agreements. The teacher motivated the student and asked other willing students to come out and correct grammatical mistakes in the remaining three sentences. He waited for a while but could not see any raised hands. He then gave corrections to all three sentences, For

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example, "In sentence three", he said, " you should add the definite article before the subject and  cancel it in sentence five" (LoTrL 129-131, p. 308).

In the third segment Teacher B introduced Part II of the vocabulary section. Soon after the bell went off, he ended his lesson by telling the class to do exercise in Part II (The Meaning of the word 'change') at home and come for discussion next class.

### 5.2.2.2.2 Data Analysis

From the above brief lesson report we can see that class room management system employed in teaching the vocabulary lesson was similar to the reading lesson he conducted days before in Section 9A. Students' class room behavior as well as teacher-student interactions were well maintained due to the class room norms and routines that the teacher had already established. By and large his approach and method of teaching was teacher-centered. The students did not have enough latitude to get out of the teacher's 'central command'. They had to comply to orders and controls he makes anyone time. The teacher was not at all clear about class room organization. Students were just asked to go ahead and do an activity without having clear guidance whether they should attempt tasks individually or in other forms of grouping arrangements in order to avail them learn from each other. Thus said, let's now see what the teacher talked about his lesson in the post-lesson interview held with me.

### Category one: Theory/ belief

As mentioned above, the teacher started the vocabulary lesson by asking students to tell him off the top of their heads new words they learnt from the reading comprehension passage they had done before. When doing this, the teacher appeared to have expected the students to demonstrate similar learning behavior he had experienced from his past vocabulary learning milieu. He believed that this mode of teaching and learning of vocabulary would help

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students to build their word power. When he was asked why he wanted them to tell words from their memory, he reported:

> You see, vocabulary learning can be done in different ways. Ah,...I remember how I learned vocabulary in my school days. Our teachers were asking us to study words by heart. And...and we were always trying to study new words. We...ah, were telling correct spelling of words. There was competition. We were competing to remember all new words and stand first in tests. This was very interesting and motivating us. This is how I learnt vocabulary. This method helped me to know....to improve my vocabulary knowledge. I use this method to help my students remember more words. I believe it can help them (InTrL.177-185).

What can be inferred from this is that the teacher took it for granted that what worked well in one context can also function well in another context. However, the fact is that no two teaching and learning events are similar. When circumstances change, actions also change. So what we, as language teachers, ought to do is to ask ourselves whether the action we have taken worked well or not. This requires us to make assessments and reflections in a cyclical process for it helps us to see the extent to which our actions resulted in achieving higher student learning. By doing so therefore we may hold a teaching belief which is founded on a broad based knowledge gained through teaching and/or learning experience.

Teacher B feels that using different active learning methods, such as pair work, small group discussion, do not solve students' classroom participation problems. He says that it is students' interest that counts. He said, "I don't think grouping students solves the problem. The problem is, umm.... they are not interested to learn (InTrL,234-235 ). The teacher was further probed to say more about the issue. In response to the question, "Why didn't you just try and see for yourself whether pair work, group discussions and other learning techniques could help students improve classroom participation? He said, "Asking volunteer students is a good way. This is because passive students can learn from, ah, volunteer students" (InTrL, 239-240).

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The teacher's insistence on using one mode of classroom interaction that is teacher directed question-answer approach to teaching vocabulary could be taken as a 'routine action' (Dewey, 1933 cited in the Review of literature) because it is inflexible and driven by habit (Dewey, 1933 cited in the Review of Literature). This form of approach to teaching is conservative and does not lend itself to changing circumstances. A teaching event may not be as stagnant as the teacher imagines it to be. So the teacher's insistence to using one type of teaching technique is wanting in expectations or requirements of a reflective action that involve a teacher to self-assess his/ her past work undertaking and make adjustments in order that learners could benefit from the changed situations.

**Category two: Approaches and methods in teaching**

Teacher B understands that building vocabulary knowledge is important for self-expression. He said, "... I understand that vocabulary knowledge is important because it helps us to express our ideas..." (LInTL,255-259). However, understanding the importance of building vocabulary is one thing and helping students to develop their vocabulary stock is another? The teacher's approaches and methods of teaching do not seem to reflect his understanding of the value of building words. As mentioned above, the teacher approached his teaching of vocabulary by just posing a question to students to tell words from memory, and then asking them to construct sentences and then moving them quickly to do another fill in exercise.  When the teacher was probed about the teaching approach and methods he used in class, he said,

The approach I used is similar to what I use in other lessons. For example, first I collect home work if I have given. If there is no homework I start a lesson by giving introduction. I sometimes ask students about what they know or learnt in the previous lesson. Sometimes I just ask students to do class work, and so on (InTrL  157-162).

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From the above account we can see that the teacher's approach to teaching vocabulary is haphazardly done. As he has expressed it himself he presented his vocabulary lesson as he usually did with other lesson presentations. If he wants to start with asking students to tell him things they studied in the previous lesson, he just commences with that. If he wants to start with something else that he wants to do, he does according to that. This approach to teaching vocabulary does not avail students to gain much from the lesson.

Students learn vocabulary in two ways (VSO, 2000). First, when they read or hear new words, they become to know the word and can usually recognize it, but they are not ready to use it in speech or writing. It is in the second stage that students start to use it in actual situations and it becomes part of their active vocabulary. This of course can happen if they are given adequate practice by making them apply it in different learning contexts. As the process of learning new vocabulary items take long time, teachers need to be of good help to their students so that they can benefit from the process. One effective method of teaching vocabulary is drawing a lesson plan which encompasses three phases- presentation, practice and production. For instance, in the presentation phase of teaching, the teacher needs to teach students what the new word means, how it is pronounced, and how to use it in some real situation. Then the students are given ample opportunity to practice the new word. It is only after having done all this that the teacher can demand the students to produce sentences using the newly learnt vocabulary items.

When we look at how Teacher B taught his vocabulary, we find that little was done in this respect. He just asked them to tell words they remember from the reading passage, and construct sentences using the new words. The teacher did not attempt to teach what each word means, how it is pronounced or what it meant in a specific situation. The teacher was ambitious. He asked the

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students to produce sentences for which he did not adequately presented and made students practice them indifferent exercises.

The teacher did not also make it clear to the students as to how they should deal the exercises. Because of the strict class room discipline that the teacher followed, students were so quiet and were observed almost doing things individually. The teacher's reaction to this state of affaire was that students know what to do. And therefore it was not of a problem to any of them. He said that students knew what they were expected to do and they did individual work (InTrL 169-172).

What is implied is that the teacher's focus of attention was on maintaining strict class room behavior. The teacher seemed to believe that allowing students to discuss in groups would create some kind of mess that he could not control. The teacher's inflexible approaches and methods is typical characteristics of teachers who always stick to routine actions. They don't want to see things in different dimensions by being flexible to their approaches.

### Category three: Evaluating teaching

As briefly discussed above vocabulary teaching requires a holistic approach, in that a teacher should try to consider learners background knowledge so that s/he could be of some help to them. If the items to be taught are unfamiliar, of necessity the teacher should go through the three vocabulary teaching stages in order to help learners get a picture of an item and retain it longer and use it when needed.

When we look at the ways how Teacher B taught the lesson, we find him lacking adequate knowledge of vocabulary teaching techniques. This being the fact the teacher claimed that his lesson was successful on the rationale that his three planned activities were completed and some students had active

participation in answering his questions (InTrL 242-244). In this connection the teacher was further probed if he could suggest other alternative approaches and methods he could have employed to maximize students learning opportunities. He said, "...this is difficult to answer. My role is to encourage them to participate in all activities. But many students do not even learn from their classmates. There are few students who always try to do difficult exercises. They can learn from these model students. The problem is they are not interested to do this" (InTL, 224-230).

From the above account we can see that the teacher expects students to always learn from peers. Though this may not be wrong, the teacher needed to uncover things that constrained many students not to learn from model students. And this could be cleared when the teacher tries to investigate root causes of problems that inhibited students to learn from others.

**Category four: self-awareness**

In this regard the teacher was asked to reflect on his self-perception as a teacher about the teaching of vocabulary. His response, however, did not transcend from giving advice to his students that they needed to apply words they know in their daily conversation. He explained, " Well, I understand that vocabulary knowledge is important because it helps us to express our ideas. So we need to study words and use them daily. I tell my students all these but I don't see them do that. I don't know how I can make them do or practice that" (InTrL,255-259).

This ambivalent attitude towards the teaching and learning of vocabulary could possibly be related to the teacher's lack of practice of reflection in teaching. Had he done that probably he could have gained some practical knowledge by setting personal professional goals that would lead him to experiment planned

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actions and see how the new teaching actions have changed or improved his teaching approaches.

**Category five: Questions about teaching and learning**

As pointed out in Category three above, there were some specific pedagogical problems observed in Teacher B's vocabulary lesson like focusing on few students' class room participation, lack of appropriate grouping arrangement for the different activities and so forth. In light of this the teacher was probed to raise questions regarding the lesson he conducted. The question he raised sought suggestions from other colleagues rather than asking himself why certain things happened the way they happened. This was what he reported: "I always ask my colleagues for some advice regarding the low morale and interest of students in learning English. But their views are not different from my view. We say, ah, students don't have interest or attitude to learn English. So what can we do if students don't show interest to learn? (InTL,263-269). As mentioned above, asking oneself why certain things happened the way they happened could lead to knowing the root causes of problems and thereby seek solutions that address issues found problematic in the classroom.

### 5.2.2.3 Grammar Teaching
#### 5.2.2.3.1 Brief Lesson Report

9B was the section that Teacher B taught a grammar lesson. Classroom environment of this section was not generally conducive for the management of learning. Teacher B briefed the students how they should behave in class and started his lesson by asking students to give him a definition of passive voice. The few attempts made by the students were nearly incomprehensible because of the fragmented sentences they were using. Without giving feedback the teacher headed to supply detailed explanations on the form and functions of the present passive. Students were busy copying notes the teacher wrote on the board. Following this he told the students to read a short passage on 'The

Roman Bath' and tell the form of the verbs they identified. No clear instruction was given to the students regarding grouping arrangements. After few minutes, he asked the class to tell him what form of the passive voice they found. A student raised his hand and read out the following sentence- 'the hot water springs in baths were first discovered by the Romans in the last century A.D.' The teacher motivated the student saying, 'very good'. But he did not further encourage other students to take part in the question-answer activity. Instead he listed passive sentences used in the passage. and then he asked the students to study a table that showed the active and passive form of the verb 'to sweep'. He gave five minutes for this. Here again he did not inform the students whether they should try to do the activity in small group discussion or other form of grouping arrangements. Just after five minutes, he told the class to go to Exercise 1 and do the given activity. The exercise required the students to use the table they had studied and discuss in groups the meanings of the form of the verbs in active and in passive voice and why the passive voice is used. But, contrary to the given instruction, the teacher wanted the students to do it as an individual work. Few minutes later a student raised his hand and asked, "I don't understand how to do it? The teacher's response was, "Read the instruction again and read the example given below that. You will get it clear" (LoTrL 151-152). The teacher kept an eye on students who were making noises and were telling them to keep quiet and do the individual work. Few minutes later he asked volunteer students to answer his questions. A students got up and said, "We use the passive voice when we want to discuss about the doer of an action" (LoTrL 152-153). The teacher said, "Excellent" and then started to give verbal and written explanations of the form and uses of the passive voice.

Following this he instructed the students to do Exercise 2, which required students to look at two pictures and understand what is happening or what has happened and then write sentences in passive by using the present continuous or the present perfect. The pictures were blurred and they were

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difficult for the students to figure out details of each small picture. A student complaining about the bad print said, "Teacher, I can't read it". The teacher, stood in front of the classroom, and tried to show the details of the pictures from the original copy of the text book he had with him, and wrote the following examples on the blackboard:

> The office is being cleaned
> The shirts have been ironed
> The window is broken
> The trees are being cut down.

He then moved onto Exercise 3. As he did in the other exercises, he told the students to do the activity as an individual work. Accordingly the students did the activity and volunteer students responded to the teacher's questions. After giving correction feedback, he concluded his lesson by assigning the class to do Part 2 of the grammar lesson (on the word 'used' followed by 'to' that express purpose) at home and come for class discussion.

### 5.2.2.3.2 Data Analysis

The teacher's lesson planning reflected the sequence of activities provided in the textbook. He used the materials and the activities as the starting and finishing points of his lesson. There was nothing that the teacher tried to modify activities in light of cues that the students gave. For example, when students complained about the pictures, he did not try to change the given activity. He was rather indifferent to changing the students mood towards learning; his indiscriminate responses to students' questions, comments and requests led students to digress their attention from the main focus of the lesson. Generally the teacher's approach to the teaching of the lesson was explicit explanation of the grammatical structure. Thus said, let's look at what the teacher talked about in the post-lesson interview visa-a-vie the following categories or themes of language teaching and learning.

**Category one: Theories and beliefs**

Teacher B's image of a teacher and teaching seems to reflect the idea that a teacher is a 'know-it-all' man and therefore his primary role is to transmit all knowledge that resides in him to learners considered passive recipients of know-how. He believes that a teacher is considered ineffective by his students if he does not show his competence by imparting everything that s/he knows to the learners. A case in point is that when the students were unable to quickly identify passive sentences from the reading passage and give prompt responses to his questions, he rushed quickly and wrote down a list of passive sentences on the black board. When he was asked whether the technique he used was appropriate or not, he said:

> ... I think it was right.... When students are not able to answer questions, a teacher should give them full information about it. This is the teacher's duty. Above all, ah,... a teacher is one who has the knowledge about something, Therefore, should pass his knowledge effectively. If he does not do this ah,... he is considered incompetent by the students. (:InTrL 293-297).

When he was asked how he came to know that students have such kind of thinking, he gave the following evidence. He said, "I have good evidence for this. A friend of mine was accused by his students. They told to the director that he does not teach them properly. He always spends time by asking questions. ...ah I know this case"(LInTrL, 300-302).

Feeling that his method of teaching might have been influenced by fear of students' accusation, the researcher asked, " So, was that because you are afraid of being accused that you preferred to use a teacher-centered method of teaching? He said, "No.... No. I don't mean that. I believe that when students are passive, I have to make them active by teaching them first (InTrL, 305-306).

Therefore, according to Teacher B, the prime role of a teacher is to teach not to guide students to be independent learners by creating conducive learning

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environments. However, this method of teaching language stands in stark contrast to the modern views of language teaching and learning. Whatever teaching technique one uses, it requires a teacher to take into account the learners and see whether or not the adopted technique was effective in facilitating better learning situations.

### Category two: Approaches and methods

As pointed out above, the teacher's approach to teaching the grammar lesson was based on the belief that a teacher is one who is capable of transmitting know-how to learners as a proof of his competence. This was clearly manifested in the way he organized and implemented his lesson plan. In the interview the teacher was asked about his work plan. He said that the semester plan was the base for his work, and according to that plan he intended to cover exercises given in the students' text book (InTrL, 280-281). In relation to the approach he used, he said,

My approach was simple. In the grammar lesson I planned to teach four activities.  I started with the first exercise. I asked individual students to explain what a passive is, but they did not give correct definition. In case of this I had to teach them everything (InTrL 318-320)

By implication the teacher's reflection is that because he could not get answers from individual students, he rushed to give explicit explanations about the grammatical structure. However, instead of quickly moving onto that, he could have used other grouping arrangement and allow students to share ideas between and among themselves. In response to the question, "Why did you prefer the students to do all tasks individually, when you could have used other grouping arrangements?, he said, "I asked students to do each exercise individually because of two reasons: one, as you remember, the students were making unnecessary noise. So individual work can reduce their noise and

make them focus on their work. Second, tasks can be completed according to my plan. Ah, one period is short to. So I wanted to use my time effectively" (InTrL, 331-334).

What is implied here is that the teacher's instructional and class room arrangement techniques were not geared toward maximizing students' learning achievement but rather to gaining success in completing planned lesson activities and controlling class room discipline.

The teacher was also asked about the significance of the content of the lesson to students' learning. He said, "it can help them to change an active sentence to passive and vice-versa" (InTrL359-361). This quite clearly depicts the teacher's principal aim of teaching the lesson was explicit explanation of the grammar rule. There hardly was any attempt to help students discover knowledge on their own. For example, when the students asked him to help them with problems they faced in reading pictures and constructing passive sentences, he did not try to address their problems properly. When he was asked why he did not try to change the picture guided activity, he said that clear instruction was given in their textbooks, and the students' complaints were manifestation of their reluctance to do class activities (InTrL, 348-349).

**Category three: Evaluating teaching**
In relation to this issue, the teacher was asked if he thinks that his lesson was successful. In response to the question, " Do you think the lesson you taught was successful? Why? He said, "Well, students were not active in doing the activities. But one thing, I succeeded was that I controlled students behavior. They are difficult students. So I was trying to make them follow discipline (InTrL, 341-343).

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What the teacher's reflection implies is that success or failure of a given lesson is dependent on maintaining students' discipline. The teacher's argument may be true, Nevertheless, learning problems could also occur due to a teacher's ineffective teaching techniques. So, to reconcile the two sides of the equation we need to accept the idea that success in learning can happen when both parties play their respective roles. And this can happen if the teacher takes the lead by framing and reframing plans of actions that match existing situations. In connection with this, the teacher was further probed if he could think of other alternative approaches if he were to teach the lesson again. The teacher, however, stuck by his grammar teaching belief. He said,

I think the method I used is the simplest or the easiest one. I gave them explanation and notes. This is what most students want. Unless I give them such notes, I don't think they will learn. The problem is students don't have readiness to try to learn on their own. They want the teacher to feed them everything. (InTrL 352-356).

The above reflection seems to suggest that the teacher wants to maintain the teaching method he has been using regardless of students learning problems However, instead of simply describing his teaching techniques, he needed to critically examine why he is teaching that way and why his students don't have the readiness to learn and make changes to his teaching approach and see further developments.

**Category four: Self-awareness**

This category or theme is concerned with how a teacher views his teaching in the light of the approaches, methods and techniques he has been using and assesses the extent to which they have made him feel confident or otherwise and set future plans and targets of performance. In response to the questions, "What is your self-perception as a teacher about the teaching of language? Do

you think the methods or techniques you have been using to teach grammar were appropriate or you feel that there is some discomfort and therefore you need to make some kind of modifications in future? he said: "My awareness is that students should have interest to learn. This is an important point. Unless the students try to change their learning behavior, you can't teach them effectively. That is my point (InTrL, 366-368).

Instead of trying to look inward and bring out his strong and/or weak points, and suggest or set goals for his personal professional development, the teacher focused on the students' misbehaviors and concluded that no effective teaching can be done unless students are well-behaved. It is true that maintaining class room behavior contributes a lot to effective teaching and learning, but this cannot be the sole aspect of teaching that impacts on effective pedagogy. So the teacher's views or understanding of effective teaching runs short of adequate reflective judgment.

**Category five: Questions about teaching**
The teacher was asked to raise questions, regarding the grammar lesson he conducted but raised none.

### 5.2.3 Teacher C

Teacher C was observed four times out of which three lessons were audio-taped. As was done with the other teachers, the researcher and the teacher met for the post-lesson interview discussions related to the lessons the teacher taught. The recording of the lessons took place in grade 10 sections Teacher C taught. On average, the number of students in each observed class was 42. The recorded lessons, on which the teacher's talks were based, show that Teacher C had taught three lessons: Reading, Grammar and speaking. The following lesson reports and discussions, therefore, deal with the major events that took place in these lessons.

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### 5.2.3.1 Teaching of Reading

### 5.2.3.1.1 Brief Lesson Report

As mentioned above, the reading class had on average 42 students whose seating arrangements were not conducive for the processes of teaching and learning. Students crammed to share a text book for four, or five. Those who had no books to share with were forced to stretch their necks over shoulders of students sitting in front or turn around to have a glance at the reading text. When students' class room discipline went astray, Teacher C seldom looked at them with a stern face and students reacted positively.

The reading comprehension lesson was based on the passage '*OVERCOMING SOCIAL PROBLEMS INVELVING THE YOUNG: LIFE SKILLS FOR THE YOUNG*, had three exercises- Pre-reading, finding out the Writer's opinion and True/ False questions. The teacher started the lesson with improvised pre-reading questions he had prepared. The questions seemed easier for the students to carry out lively discussions and understand better the main reading passage. The teacher then instructed them to start their discussions in their groups with the first pre-reading question: "Who do you think is responsible for passing social, cultural, and vocational skills to young children?"(LoTrL, 3-5). This activity took relatively more time than it was supposed to take. The students mostly used Amharic (the national language) in their class room discussions. However, when answering questions, they tried hard to use English.

After motivating the class for their active participation, the teacher wrote definitions of words he thought were important for the students to know before they started reading the passage. These included: charged with, unavailable, pandemic, threatening, and to wipe out. This activity was followed by silent reading activity. The activity required the students to fill in five gaps that were related to identifying paragraph numbers for statements of main ideas of each paragraph. After the silent reading, they were told to share ideas in their

groups and report their answers. All attempts made were spontaneous. The teacher had to give corrective feedback and move the students to the third exercise- True/False questions. They were asked to read the passage once more and answer the questions. But because all the questions were related to the writer's beliefs, concerns, opinions and suggestions toward the subject, students' performance was not as good as it was in the pre-reading exercise. Many of the answers students gave were incorrect. After giving corrective feedback, the teacher ended the lesson by assigning the students to go over their answers to the True/False comprehension questions and do vocabulary exercises in section three of their textbook at home and come for class discussion.

### 5.2.3.1.2 Data analysis

As the above account shows, Teacher C used adapted pre-reading questions, and allowed the students to thoroughly discuss on the social, cultural and traditional values that they experienced in their respective families. He gave more time for this activity than he did for the other exercises of the main reading passage. The teacher also made a small change in the order of presentation of exercises provided in the text book. After the pre-reading exercise, he did not make the students deal with the reading passage. Instead, he gave definitions of words and made the students study them before reading the comprehensions passage. It was typical of the teacher to see him repeatedly referring given answers to whole class, and the students seemed to have developed the teacher's teaching behavior and were shouting their responses very quickly.

When we look at the class room environment, it was rather difficult to figure out whether students' discussions were task-based or not. The teacher seemed indifferent to this situation. He seldom used body language like staring at individual or group of students to control class room discipline. Thus said

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about the teacher's reading lesson, let's now look at what the teacher said in the post-lesson interview regarding the various themes of language teaching and learning.

## Category one: theory/ belief

From the post-lesson interview and discussion held with Teacher C, it was possible to learn that the teacher's English language learning background, and his colleagues advice and moral values he attaches to teaching seemed to have strong influence on his teaching and learning of language. He felt that these factors made him think and discover problems in teaching that needed attention and action. Central to his beliefs about teaching was the concepts of 'being humanistic' and 'resourceful'. Whenever he examines the level of difficulty of the various tasks provided in the text book and the students target language ability do not match-up, he makes some changes by adapting certain materials or altering the order of presentation of activities. He explained:

Teaching reading comprehension is difficult part. That's why I tried to make the pre-reading questions    easier. Because when I look at activities or exercises and questions given in the text book, they are not as simple as they appear to be. They are difficult for the students because they have poor English learning background. So ah, when I relate the students language ability to the tasks they will do, I feel that they are helpless. So, um in this situation, I say to myself "I have to be creative, I have to be resourceful to help them learn better (InTrL, 23-30).

It appears that it is this humanistic feeling that reminded him of the concept of being 'resourceful', an idea his teacher trainers were propagating while he was a teacher trainee. He said, "When I was at the teacher training institutions, pedagogy teachers were telling us to be resourceful. And one way to be a resourceful teacher is to be creative. And to do this it only needs your

willingness to evaluate what you are going to teach and make some changes in your lesson presentation. And you do this to help students to learn in a better way (InTrL 30-37).

Hence, the teacher's teaching principles and beliefs are concerned with appreciating students' problems in learning and being willing to do something that facilitates students' motivation to learn. As part of this endeavor, the teacher was able to improvise the pre-reading questions provided in the students text book so that they would be easier for them to understand and discuss issues and predict the contents of the main reading passage. This stance is characteristic of reflective teaching in that the teacher moves away from the usual routine actions of teaching to that of a reflective action (Dewey, 1933) because things done as a habit or tradition may not be of help in certain circumstances.

The teacher also thinks that education is not all about teaching language or other academic subjects. He believes that education should also be concerned with teaching students about their social, cultural and other related aspects. When he was asked why he wanted the students to spare more time on the pre-reading questions, he said, "... this is important. Students should know about their traditions and cultures. We should encourage them to learn about these. I think education is not only teaching language. We must also teach them such things" (InTrL, 54-57).

The teacher's reflection seems to suggest that he wanted the students to spend more time on such aspects because he believes that it is morally appropriate to educate students about other broader societal issues. This kind of reflection is described by Zeichner and Liston (1987, P.24) as "...reflective action inspired by the teacher as a moral craftsman concerned with the moral and ethical considerations".

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**Category two: Approaches and methods**

As pointed out above, the teacher's belief about teaching a reading lesson is based on being willing to become creative and resourceful. When the teacher was asked about his approach in teaching the reading lesson, he described the procedure he followed: "As I said before teaching reading is difficult. So when I find activities given in the text book are easy, I directly follow what is given in the text book. But, when I feel that the different activities are difficult for the students to do, I make changes so that the students can be motivated to do the exercises" (InTL 68-72).

From the teacher's response, we can understand that he is flexible in his approach to preparing a work plan. He makes adjustments in the order of presentation of activities in order to make it easier for students to deal with easy tasks first and move onto difficult ones. The teacher's flexibility and creativity could be related to the concept of 'anticipatory reflection' ( Manen, M. V. 1928). Anticipatory reflection helps us to approach situations or events and people in an organized, decision-making, and prepared way. In so doing therefore we need to get time and space in the curriculum. In this regard the teacher was asked whether the English curriculum provides him with the space and time to be so flexible in his approach to making changes and adjustments to the scheme of work he intends to implement. He explained:

There is no such problem. I use the same material that other   teachers use. There is nothing that restricts you not to be creative or resourceful. Sometimes we discuss about lesson presentations. My colleagues say that it is not good to be rigid in lesson presentations. I have found their suggestions useful. So whenever I want to make little changes, I do that (InTrL 40-45).

What can be seen from the above response is that the teacher's attitude toward teaching and learning seems to be 'open-minded' (Dewey, 1933 cited in the

review of literature). His desire to share ideas with colleagues and take important teaching inputs and make good use of them characterizes him as a reflective teacher.

Regarding his method of teaching reading, the teacher said that he used student-center style because he wanted the students to discuss in groups and report their answers (InTrL, 75-76). Nonetheless, the teacher was not able to manage the class for learning. The class room was not well organized in such a way that students would be in different sizes to tackle different activities and learn from each other. What is more, he could not properly handle classroom discipline. In response to the question," Do you think the kind of grouping arrangement that students formed and the noise they were making were conducive for managing students learning?", he said:

Well, I don't think this was a problem. Groups of students were sitting together to share a book. I feel that they were discussing about the activities I gave them to discuss. When I find students making too much noise, I look at them seriously and they stop talking. This is how I keep classroom discipline (InTrL,86-90).

When the teacher was asked how he managed to establish such classroom norm, he said," This is what I do. When students disturb, they know my behavior. I don't shout at them when they misbehave. This is not good. I just look at a student or group of students seriously. That is a message to them. They know it. They focus on their work " (InTrL 93-96).

From the above account we can see that because group work was more understood as a way of organizing the class or students to share a book than as a way of organizing learning. The teacher did not consider the optimal group size for carrying out the different tasks. For all the three tasks he demanded

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the students just to discuss in group and report answers. This sort of grouping arrangement did not result in better students' task performance. For example, in the last two exercises (see the lesson report above) students could not give correct answers for most of the questions. The major concern of the teacher was focused on maintaining discipline.

**Category three: Evaluating teaching**

When the teacher was asked to evaluate his teaching, he expressed a mixed feeling of success and failure. Success was related to the pre-reading activity that the students did. This event really took much of the lesson time because both the teacher and students were highly immersed in knowing more about individual students' family roles in teaching children about the different social, cultural and traditional skills.  As mentioned in Category one above, moral value is one of those factors that have influenced the teacher's teaching beliefs. So the teacher's view of success of the lesson was not only based on a purpose or objective of teaching reading skills but also on the concern he has about moral value of education. In response to the question, "Which part of the lesson was successful? Why? He said, "Ah, answering the pre-reading questions was successful because, you see, students were interested to tell about the roles of their parents. I think it is morally appropriate for me to teach students not only English language but also educating them other general life issues. I think I have succeeded in this part...(InTrL,109-113 ).

Regarding that part of the lesson which he said was not successful is attributed to the students' inability to give well thought out answers for questions of the second and the third exercises. When he was probed further about the root causes of that problem, he said that students could not understand the content of the reading passage because students lack good English background (InTL, 119-121).  Still the teacher was further probed to see if he would think the cause of the problem was perhaps due to lack of

giving clear instruction or guidance to students to do the activity at individual, pair or small group. But he defended by saying that the instructions given both in the book and by himself was very clear. (InTL,127-128).

From the above discussion, we can see that the teacher's evaluation of teaching is not based on achieving instructional objectives but rather on being successful or unsuccessful in completing given tasks. In fact, rather than trying to assess students learning achievements, the teacher concluded his lesson by giving homework assignment to the students.

### Category four: Self-awareness

As explained in the earlier categories of self-awareness of Teacher B and C, this category tries to capture teachers' perceptions of themselves as language teachers and their reactions to their teaching styles and recognition of personal growth and setting goals for development. In this regard, Teacher C was asked to reflect on whether he feels comfortable about the teaching style he has been using and suggest any development goal he wants to set for his future personal professional growth. Although he did not identify any specific teaching problem that requires recognition and setting personal goals of growth, the teacher was able to give general comments about how teaching can be effective. He said:

I really enjoy teaching. Because I deal with students who have different interests and backgrounds. In this case I want to make effort to help students. If all teachers share ideas about good teaching, we can help our students. I think a beginner teacher can learn from another teacher who is experienced. And this can happen when all of us have positive attitude towards learning from others. And one way to implement that is through CPD (Continuous Professional Development) programmes that are given in every school (InTrL, 145-154).

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We can see from the above reflection that the teacher's attitude to teaching is an open one. His comments permeate every part of the school system that requires serious attention and action by all concerned bodies. We can also see that he wants to learn more about his teachings by mutual support which is based on genuine feedback from critical colleagues. This takes us to the final category or theme of teaching and learning of language.

### Category Five: Questions About Teaching

With this last theme the teacher was enquired to raise questions about the lesson he had taught in particular and the teaching of language in general. But, instead of posing a question about his teaching of the lesson he had taught or language teaching, he suggested ideas that reinforce the reflective comments he gave in category four above. His suggestion reads:

Well, you see as I said above, providing training for teachers is very important. CPD programs that are given in schools are, I think, important for teachers. The problem is 'How do I get the most out of these programs'? The person who is responsible for the CPD tells us preparing portfolio is compulsory because our career development is based on that. But we are not trained how to prepare it. We are also wanted to conduct discussions in a group. But topics are not directly related to class room problems. So we don't have active participation in the discussion because the topics are not from our class room problems. So we go to such meetings just for attendance. If I don't go for that meeting, I will be marked absent. This is a serious problem. I don't know really how that kind of CPD will help us to learn from each other (InTrL.158-170)

The above reflection again point toward the idea that the teacher is still looking for some kind of suggestion and recommendation from someone who can be of help in resolving issues of CPD so that every teacher can benefit from it. The

teacher's open-minded attitude to having CPD problems get resolved is a concern he has about school wide issues that need attention and action.

### 5.2.3.2 Grammar Teaching
### 5.2.3.2.1 Brief lesson report

The grammar lesson that Teacher C conducted was not in the section he had taught a reading lesson. Classroom environment of the new section was almost similar to the one he had before. Students were sitting in groups of three or four to share a text book. While forming such a seating arrangement, students were shouting and talking in Amharic. After few minutes, the teacher loudly asked the students whether they had done their homework. Almost in unison, the students said, 'yes'. The teacher took their word and started asking individual students to answer True/ False questions of the reading passage they had partially covered before. The activity required students to critically read the comprehension passage and understand the writer's attitudes towards the topic. When the teacher asked the class to answer question, many of them were reluctant to try to answer the questions. Very few students had shown active participation in this activity. After a short period, the teacher wrote the answers for the ten True/False questions on the black board and told the students to check them against their own answers and ask questions if they don't agree to the answer given by him. A student raised his hand and asked the teacher to give an explanation for the answers he gave to two True/ False statements. For example, one doubt that the student raised was related to the statement: 'The negative pressures that surround the young can easily be removed'. The teacher's answer was 'False', and the student's was 'True'. But the teacher did not explicate, nor did he take the case on to the board and open whole class discussion. He just told to the student that the correct answer was 'False' and rushed on to the second home work activity, vocabulary. The teacher treated the exercise in the same way he did in the first activity. The same student asked the teacher whether the answer to the clue 'very little', or

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'not enough' could also be 'limited'. But the teacher did not try to explain it or let other students give their suggestions. As he did before, he told to the student that the correct answer was 'scarce' and quickly moved to the day's lesson-grammar. He then moved on quickly to the day's lesson: Grammar.

The grammar lesson was based on the 'present participle' and 'perfect participle phrases'. The teacher gave an explicit instruction on the structural pattern of the first phrase. He used the sentences-'Alan looked through the windscreen of the cockpit, Alan could see the ground rushing towards him', to explain how the two sentences could be joined to form the present participle phrase. The teacher then instructed the students to do an exercise that required them to join pairs of sentences and form the present participle phrase. However, he did not tell them whether they should do the task individually, in pair or in groups. Ten minutes were assigned for the task. Students seemed to be engaged in the task. They were making noises and communicating in Amharic. But the teacher neither took any measure to contain the noise, nor encouraged them to use English while discussing. After the allotted time was over, he asked students to answer questions. But students did not yet finish doing the exercise. When the school bell went off, the teacher concluded the class by telling the students to finish the exercise at home and come for discussion next class.

### 5.2.3.2.2 Data Analysis

As we can see from the above narration, Teacher C had planned to perform three activities: completing reading comprehension and vocabulary exercises given as home take assignments and presenting a grammar lesson. Each of these activities needed adequate time planning to carry them out successfully in class. When we look at the ways the teacher treated these activities, we find him wanting in some experiential and pedagogical knowledge about the teaching and learning of language.

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To begin with, the teacher did not try to check whether every one of them had really done his or her homework or not. Doing this could have helped the teacher to check whether they had done or otherwise and make some adjustments to his work plan and help them do the tasks using different grouping arrangements, thereby see their classroom interactions and manage the class for effective teaching and learning. Nevertheless, no such attempts were made by the teacher to encourage students to do so. The teacher's focus seemed to be on finishing the planned lesson. He rushed to write answers to questions of the home work exercises on the black board and made students copy them down. In the grammar teaching session, the teacher did not encourage them to discover the rule or pattern of the structure he presented. The teacher preferred to do almost everything by himself. Now let's consider what the teacher said about the teaching and learning of language in the post-lesson interview/discussion held with him.

### Category one: Theories/ beliefs

The topics or themes the teacher talked under this category centered on his personal convictions about what constitutes effective language teaching and learning. According to him, effective teaching is giving students homework assignments because students can obtain ample time to do exercises, and through that they learn more. He explained, "I gave them home work because they can get time to do and learn better by doing such assignments" (InTrL, 203-204). The irony is that the teacher does not seem to believe in monitoring students' learning achievement by checking their work and taking appropriate measures in order to effectuate effective teaching and learning. When he was asked why he did not check students' homework, he said, "I know that many students come to class without doing their homework. I know the characteristics of my students" (InTrL231-232). He believes that it is through negotiation and advice that such problems can be corrected (InTrL, 222-223).

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He does not want to take serious measures against students who don't comply with his advice because he believes that his relationship would be at stake. He said, "I don't take any serious measures. ... if I apply school rules, I would easily get into conflict with my students. It will destroy our relationship"(InTrL, 230-231).

The teacher's reflections give the impression that he holds two contradictory beliefs about the teaching and learning of language. On the one hand, he believes giving assignments motivates students to learn more on their own. On the other, he does not want to take action against those misbehaving students because he does not want to antagonize with them and demolish his close rapport. The teacher's concern about building and maintaining healthy relations with students sounds good. But this should not be done by relegating effective teaching to such a point. In other words, if a relationship of that sort fails to support effective teaching mechanisms, other measures should have been instituted to promote the main goal of teaching, i.e. maximizing students' learning achievements. A case in point could be the teacher's report about his students behavior, He said, "Many students complete assignments by copying from their friends. I know this, but I couldn't stop them from doing that"(InTrL,230-231).

Teacher C also appears to hold the belief that effective teaching takes place when a teacher first teaches what his students should learn. He explained, "… students learn effectively when I first teach them a new structure. Unless I teach them that way, how do you expect students to know something about it (InTL, 270-274). As it can be inferred from his report, the teacher appears to hold the idea that it is the teacher who knows-all and therefore is entitled to pour it onto the minds of learners considered 'know none'. This view of teaching stands counter to the modern outlook of teaching that takes the learner as a capable individual who can construct knowledge and understand

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in ways that are personal to him/her so that what s/he learn has personal significance (Williams, 1999 cited in the Review of literature).

## Category two: Approaches and methods

The teacher's approaches to teaching the three activities (completing reading comprehension and vocabulary exercises given as home take assignments and presenting a grammar lesson) of his lesson consisted of assumptions, expectation as well as technical procedures. He planned to teach three of them in one period. His approach towards the teaching of the first two activities was based on the assumption that once students are given the responsibility to accomplish them at home, they would do the assignments in ways they were expected to and come to class just for a short period of discussion, and then move on quickly to the day's lesson-teaching grammar. When asked about his approach, he said: "When I gave the assignments, my assumption was students will do the work seriously and come to class for discussion. I expected some good performance in class. My plan was to spend little time on the home work activities and focus on grammar lesson (InTL.239-243).

However, the fulfillment of such an assumption and expectation rely on pedagogical skills a teacher has in managing a class room for learning, and using effective methods and techniques of teaching. Classroom management refers to the ways in which student behavior, involvement and interaction during a lesson are organized by the teacher to enable teaching to take place most effectively (Richards and Nunan, 1990).

When we look at the teacher's enactment of the teaching of the lessons, we find him lacking required repertoire of skills to effectively teach them. The classroom was not well organized and managed for effective teaching and learning. For example, seating arrangements were not done on the basis of what each task demanded the students to perform. Rather it was based on

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students own arrangements which were made for the purpose of getting access to share text books. This coupled with the noise students were making made the classroom difficult for effective teaching to take place. There hardly was any instructional technique that the teacher used to control such student behaviors. In response to the question, "What grouping arrangement did you use to help you teach the lesson effectively?" he said, "…I usually ask students to sit in a group. But what they do is they make grouping to share a text book. That is the kind of arrangement I use in class (InTL, 208-210). With regard to the students' noise, the teacher reported that it did not affect his teaching because he was writing answers on the black board, and students were copying down those answers (InTrL215-217).

The teacher's nonchalant attitudes towards these kinds of situations could probably be due to lack of pedagogical knowledge of the demands of different tasks. According to Tikinoff (1985 cited in Richards and Nunan, 1990, p. 11), class tasks vary according to three types of demands they make on learners. Response mode demands refers to the kind of skills they demand, such as knowledge, comprehension, application, analysis/synthesis, evaluation. Interactional mode demands are concerned with the rules covering how classroom tasks are accomplished, such as individually, in a group, or with the help of the teacher, and task complexity demands are related to how difficult the learner perceives the task to be done.

If we look at the two activities the teacher gave as homework, we find the tasks demanding the students to apply varied skills and knowledge. For example, the True/False questions were directly related to comprehending the writer's intentions and attitudes towards issues in the reading passage. So to correctly say a given question is either 'True' or 'False', students needed to read, re-read the text, analyze and evaluate that part of the passage in relation to the rest of the material, and come up with a well thought out answers. This in turn is

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complemented by another mode of task demand-class room interaction. To help students feel more confident of the work they do at home, they needed to enter into pair/group discussions.

What actually happened in the teacher's class was that students had to respond to each question quite very quickly on the assumption that they had enough time at home to digest the reading material and therefore they did not need to go to any learning interaction in class. In fact, the teacher did realize that the tasks were not easy but he assumed and expected the students to have done the tasks effectively at their leisure.

The teacher's experience and knowledge about students' background and school context was another area of emphasis given during the post-lesson interview. The teacher is well aware of the existence of school norms that student should observe. But the teacher wittingly did not want to enforce them for, as mentioned in category one above, he believes that they would destroy the continuity of a relationship that he assumes have existed.

The teacher seems to have followed teaching procedures he had set to help him move easily and quickly from one activity to another with little or no challenge from his students. When questions of clarification were raised by a student, he neither motivated a student for his efforts, nor took his points of concern get them developed through whole class participation. The rational he gave for not doing that was that students had enough time to do the tasks at home, and therefore, there was no need to spend time dealing with such activities. All this taken together made the teacher follow teacher-fronted classroom teaching (InTrL, 222-223).

The teacher's approach and method of teaching grammar was not better either. It was teacher-centered. The teacher took the little time left of the period for a

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detailed explanation and giving instructions to students to do grammar activity at home. His approach in teaching that part of the lesson was founded, as mentioned in category one above, on the belief that a teacher should first teach what his students should learn.

Thus far, we have seen what the teacher said regarding, his beliefs, approaches and method of teaching. In the next categories we shall consider the teacher's reactions to interview questions raised on evaluating teaching, self-perceptions and queries about his teaching.

### Category three: Evaluating teaching

It is not uncommon to evaluate ones teaching performance in the light of objectives set, methods and instructional techniques used and so forth. Therefore, success and/or failure of a lesson could be taken as a function of these and other factors. However, Teacher C saw the success of his lesson in terms of what the students did in class rather than what they have achieved as the result of teaching those lesson activities. In response to the question, "Do you think the lesson was successful? He said, "It was successful because homework activities were completed in class. The grammar activity was also good. Some students were trying to answer questions I asked them. (InTL,282-284).

As the teacher's response was too general, other probing questions were presented to him to see the extent to which he was well aware of how things went well or did not and comment on different issues. As mentioned in the lesson report students were not able to finish the grammar task on time. This failure might have been caused by either or both of two factors: time shortage, and/or task difficulty. When Teacher C was asked to comment on this, he said that generally students are slow in doing class activities due to lack of concentration on tasks they do and language facility (InTL290-293).

In connection with these problems therefore the teacher was enquired to suggest any other mode or technique of teaching he could have used to help him improve situations for students learning. He said, "Well, there are techniques that I could have used. For example, I could have used small group discussion. The problem is students don't give full attention to their work. They don't use it properly" (LInTrL296-298). In an effort to learn more about the teacher's view of his lesson's effectiveness, he was presented with a specific question, "Do you think you have achieved your lesson objectives?" His answer was not different from the one he gave earlier. He said that students participated in answering questions because some of them had completed their assignments (InTL300-301).

In sum the teacher evaluated his lesson successful depending on a meager effort made by those few students who took part in the question-answer session that the teacher created.

### Category four: Self-awareness

In this category the teacher was enquired to revisit things he had done in class in light of the approaches, methods and techniques of teaching he had used and reflect on their relative strengths and weaknesses and suggest goals for his personal professional growth and set plans for future action. Nevertheless, his reflections were not directly related to such issues. He gave an overall idea that anyone teacher should do if s/he wants to be effective in teaching. He said,

Generally, a teacher must always try to improve his professional career. It is a must. Ah, a teacher should discuss problems of teaching and learning with another teacher. Umm...it is also important to, to do peer-teaching. The problem is, ah, we don't give genuine feedback. We are afraid of telling the

truth. After the peer observation, I tell the teacher I observed only the good things he did. I don't try to tell him his weakness (InTrL, 313-322).

To the question, "Why not you tell their weaknesses? He said that the observed teacher does not feel good. As a solution he suggested that training be given to teachers so that they can learn how to observe and give feedback (TrL 325-327).

He comments seem to suggest that teaching is a complex activity that no one can claim has mastered every aspect of it. And therefore the need for further training and exchange of best practices from others is something that every one of us, teachers, should look forward to achieving that goal. The teacher's attitude towards the teaching and learning of language makes him an open-minded person who believes in the principle of 'give and take' which is based on mutual benefits. This attitude of reflective teaching is characterized by Kohl (1986 cited in Pollard & Triggs 1997), as collaborative learning.

**Category five: Questions about teaching**

Questions that teachers raise about teaching could be related to reasons why certain teaching events did not happen the way they were supposed to be. Others could be about seeking advice or information. Teacher C's question was of the second type. When asked whether he had a question(s) about his teaching, he said, "Class room interaction is good for learning. I know this. But when I think about it I find it difficult to use. I always wander how to use it in my class room"(InTrL,330-333).

The teacher's question seems genuine because there was no any such class room interaction at least in the classes he was observed. Nonetheless his question is seeking some sort of advice or recommendation that would help him do things in a way he should do them.

### 5.2.3.3 Teaching of Speaking
#### 5.2.3.3.1 Brief Lesson Report

It was the second period. Two student-desks were laid in front of the classroom. When the teacher turned up at the door, students got up to greet him. The teacher, in a smiling face, reciprocated their greetings and told them to settle down. He then called on two groups of students to come out and present their debate. The teacher reminded the rest of the class to attentively listen to the two groups' debates, and take down notes that would help them evaluate and vote on the motion-'Cost Sharing is important for higher education students'. Class was so quiet. The teacher invited for the motion group to start the debate. The first girl-speaker stood up and read out a prepared speech. When she finished her reading, she invited the second speaker. He got up and did the same. The third and the forth presenters followed suit. The teacher called on the group against the motion to present their speech. Like the previous group, members of the second cohort presented their debate by reading. The teacher thanked the two groups and invited volunteers from the audience to make a speech in favor of either group. But no student was willing to do that. The teacher then asked the class to vote on the motion. He counted the number of raised hands that went for and against the motion, and announced that the group that argued for the topic was the winner, and ended the class by calling names of eight students to see him after class and discuss on a topic they would take for the next debate.

#### 5.2.3.3.2 Data Analysis

As the above lesson report shows, the role of the teacher was limited to formally opening and closing the debate. He did not give any feedback to the presenters regarding their style of presentations, content coverage or use of language. Thus being how the class was conducted, let's now look at what the teacher said about his teaching performance in light of the five themes of teaching anf learning language.

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**Category one: Theory/ belief**

Teacher C believes that giving a common task to a group of students does not bear fruit because he thinks that one or more members of a group may take group assignment seriously and other members may be passive and would benefit from the works of the hard working members. In the interview the teacher was asked if he had counseled a group of students, for example, students who went for the motion in the debating assignment, to work together and share ideas about their share of the topic, he said, "… Ah, I didn't do that. I know group work helps students to learn from each other, but when I give group work, one or two students do the assignment, and the other group members join the group without contributing anything" (InTrL, 361-363).

Although the teacher was well aware of the significance of group activities as a tool for social learning, he did not use it because his teaching experience made him believe that his students would benefit more if they do individual work. Talking about his belief and teaching experience, he said, "I know group work is important for learning. But students don't properly use it. So I make students do individual work because I want them to be independent and try something. Ah, I know this from my teaching experience (InTrL, 365-368).

His belief about the development of oral fluency is also influenced by his language learning experience. He recounts, "Well, debating programme is what I remember. There was a debating programme every Friday in the schools I attended. Active students were participating and this was motivating us to participate and improve our speaking skill (InTrL, 409-413).

Here again we can see that the teacher's approach to teaching oral fluency skill is based on the belief that students will develop the skill by exposing them to such experiences. However, this may work well for few students who have a

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better linguistic knowledge than others who lack that competence. Therefore, when giving a topic-based activity, like the one he gave, he needed to really discover the degree to which his students will be able to express their ideas in the target language.

**Category two: Approaches and methods of teaching**

The teacher's approach and method of teaching oral fluency practice was not based on a well thought out lesson plan. The teacher just wanted the students to make free speech because, as mentioned above, he believes that allowing students to make free speech can help them develop the skill if they are given the motivation to do it. When he was asked how he guided the students to do the debating task, he explained,

Ah, first I told them to collect information from different sources. After that they had to prepare a speech using important points. Every member had to speak using his points. When both groups finished their debate, students from the whole class were invited to give new idea to the group they support. After that I asked students to give their vote to the group they believe had presented well. This was the method I used (InTrL, 346-353).

From the above account we can see that the teacher's focus was on how the students go about the debating process. He does not seem to have clearly considered what type of functional language should the students use, how they should use it and how he would evaluate their oral performance. In response to the question, "Do you think the topic was easy for the students to prepare a speech", he said, "I think, Yes, it was easy". And his rational for saying so was that he had told them to consult their friends, parents and the internet (InTrL,371-373)

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From the teacher's point of view, once students are given instruction on how they would do the work, they can meet the requirements of that task. In light of this therefore the teacher's approach and method of teaching oral fluency skills or speaking skills can be characterized by allowing students to flounder through and thereby learn something of the practice. When the teacher was asked what his lesson objective were and the specific oral skills were, he expressed his reflection saying: " My objective was to improve the students oral skill. I wanted them to make free speech"(InTrL, 375-376). However, this ambitious target should have been based on the PPP framework that is first a teacher presents a language item, for example, functional language like how to ask for information or how to argue against some body's ideas, and then give students adequate practice exercises through controlled and semi-controlled and dialogues and finally letting them engaged in free speech. Demanding students to produce something they have not been well exposed to the three phases of lesson framework would certainly result in poor performance. This problem was clearly manifested in the students' debating presentations and classroom interactions that followed.

As mentioned above, there hardly was any active interaction between and among members of the two contestants, and the rest of the class. In response to the question, "Do you think, reading out prepared materials  could help students to develop their speaking skills? He explained, " Well, I told them to use small points and make a speech orally based on those points. But all of them were reading out materials they prepared at home. But this I think can help them to develop confidence to stand in front of the class and say something. In addition, ah,  it can help them to search information from people (InTrL, 380-384).

It is true that gathering information from different sources and being able to present ones ideas with confidence are important ingredients for public speech.

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But they may not and cannot be taken as main aims of teaching oral fluency skill. The teacher was asked to reflect on why he chose to give a topic of his own choice when it was possible, and in fact easier, for the students to tackle issues related to the reading passage they already covered or pictures given in the book. His rational for opting 'Cost Sharing' was the feeling that students would get information from university students and other sources (InTrL, 371-373).

His argument may not be wrong. But when he decided to give the students such a controversial topic, he needed to consider things like students' target language background, task difficulty or complexity, as well as his instructional and evaluation techniques. These are critical issues to be considered in ones teaching speaking skill (Penny. Ur: 1996).

**Category three: Evaluating Teaching**

Teacher C evaluated his lesson successful on the ground that the ideas presented by the two debating groups were communicated to the rest of the class and the class was able to give its vote to the group that performed well. When he was enquired what criteria he had used to evaluate its success, he said the following, "The task was participatory. Members in each group presented their ideas. Students listened to that and gave their vote (InTrL, 428-430). Taking the first criterion, he was reminded that the topic did not stimulate discussion because no student contributed or suggested any additional point to a group s/he wanted to support. However, the teacher argued that the problem was not with the topic, but with the students' lack of language facility (InTrL, 438-440). In fact a host of other factors might have caused the problem. The teacher did not fully consider the appropriateness of the topic.

Ur 1981) describes four characteristics of a successful speaking activity:

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- Learners talk a lot. As much as possible time allotted for the period should be used for students talk;

- Participation is even. Classroom discussion is not dominated by a minority of participants;

- Motivation is high. Learners are eager because they are interested in the topic and have something new to say about...;

- Language is of an acceptable level. Learners express themselves in utterances that are relatively easily comprehensible to each other. ( Ur, 1981, p.120).

In light of the above points therefore it could be said that the teacher lacks some knowledge base to help him select appropriate speaking activities and designing methods of instruction.

In search of getting more ideas about the teacher's feelings of success or failure of the speaking activity, he was asked to give an overall evaluation of the lesson he conducted. He said, "Well, it is difficult for me to give overall evaluation. Each individual student in a group prepared for the debate. This, I think, is good. But they should have expressed their ideas orally" (LInTrL,442-445). Realizing that the teacher was well aware of the partial success of his lesson, he was asked if could think of other alternative approaches to the teaching of speaking if he were to teach the lesson again. He said, "There are no books in the library that help us to develop our method of teaching. That is why I used a topic of my our" (InTrL, 448-449).

### Category four: Self-awareness

The teacher's response regarding his self-perception about language teaching and learning was not different from what he said in category three above. When asked about his self-awareness about the approaches and methods he has

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been using and the extent to which they have built confidence in him, he said, "As a language teacher I should encourage my students to use English when they want to communicate with students and teachers"(InTrL,455-457). In spite of the problems he had in the teaching of the speaking lesson, the teacher did not pin point any of them, nor did he recognize any personal professional goal to enhance his teaching practices.

**Category five: Questions about teaching**

In this regard the teacher was asked to raise questions, if any, about his teaching of language. Although he did not raise a question, he gave comments on the training of English teachers and school-based teacher development programmes. He said,

> The teacher training institutions did not fully prepare me to face different class room challenges. I can't solve different classroom problems like student discipline, techniques in teaching speaking skills. ah, evaluating lessons. Another comment is about the CPD programmes or Teacher Development Programms given in our school. We are asked to prepare portfolio. But no training is given to us about how to prepare it. There is no one who evaluates our portfolio work(InTrL, 463-470).

These remarks are worthy of every ones concern because they have a lot to contribute to the professional development of teachers at large.

### 5.2.4 Teacher D

Teacher D was observed three times. As was done with the other teachers, the researcher and the teacher met for the post-lesson interview discussions related to the lessons the teacher taught. The recording of the lessons took place in grade 10 sections Teacher D taught. On average, the number of students in each observed class was 40. As there was shortage of text books, students had to share a book for three or four. The recorded lessons on which the teacher's talks were based show that Teacher D had taught three lessons: Reading, Vocabulary and Grammar. The following lesson reports and

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discussions, therefore, describe the major events that took place in the three lessons observed.

### 5.2.4.1 Teaching of Reading
#### 5.2.4.1.1 Brief lesson report

Teacher D's reading lesson can be split into three segments. In the first segment, he asked students if they had brought their homework, text books, exercise books and pens for the English lesson.  In the course of doing this, the teacher tried to put the students at ease by telling them not to be shy and encouraging them to ask questions if there was anything they don't understand. He assured them that he would give them guidance they needed. He also tried to establish a classroom norm that they should speak English in class by having them repeat instructions he gave.

In the second segment, he collected homework he had given some days before. Again, he reminded the students not to use Amharic. When the teacher asked whether they had done the homework, he found out that some students had not done the assignment; few others forgot to bring it to class. The teacher spent some time dealing with each of them and negotiating a time for handing in the homework. As he was doing this, the rest of the class got very noisy and the teacher was repeatedly saying 'Shhh" to curtail the noise. The following extract gives a flavor of how he dealt with the problems:

T:  Now it's time I should collect your assignment, Ok? Your homework, please? 'Shhh' You write down your names and pass them to your front. Please, don't speak in Amharic. Have you got my point? Attention, please? Ok? Have you all passed them to your front? Who hasn't?

 S:  a student raised his hand and reported that he had not done it.

 T: Didn't I tell you to do it?

 S: yes, you told us.

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T: So, why didn't you do it?. So when will you do it? today, ah, or tomorrow? Tell me,

When?

S: Tomorrow.

T: Asks another student. Have you done the homework? Shhh, keep quiet, please?

S: yes, I have done.

T: Can you show me?

S: I forgot it at home.

T: Ok. When will you bring it? Tomorrow, when?

S: Tomorrow.

T: Ok. How about you? (Pointing at another student)

S: I didn't bring.

T: Ok. I am happy you did not lie to me, you must bring your

homework tomorrow. OK? (LOTrL....)

As we can see from the above extract, the teacher was trying his level best to manage classroom discipline as well as to get on with the class business. The teacher's classroom management system seemed to be reactive, however.

In the third segment, Teacher D asked the students to form their own groups, for which he specified group members to be of close friends. He gave them few minutes to do this. As the students were looking for their group members, Teacher D kept on reminding the students not to speak in Amharic and to keep quiet. Having done all this, he started his reading comprehension lesson (which was based on the topic 'Pollution- Air and Water Pollution') by telling them to spend five minutes for discussion and reporting their answers on the pre-reading questions. In spite of the teacher's repeated reminders, class was noisy and students were speaking in Amharic. He frequently was saying " Shhh" to reduce the noise students were making. When the behavior of students got

bad, he switched himself to Amharic and cracked down on them. One such penalty was making a student leave his group and sit alone and do class work. At times when students did not pay attention to instructions that the teacher gave, he warned them that he would send them out from class. But the teacher did not take any measure when such discipline rules were violated by students.

When the allotted time of the pre-reading task was over, he randomly asked students to answer questions. Whatever answer a student gave, the teacher encouraged students' participation saying 'This is a good try". He then quickly moved the students to the reading of the main passage. He asked students to read Text A: 'Air Pollution' and answer questions in Exercise 2. Ten minutes were given for it. The task required students to read four short paragraphs of 'Air Pollution' and make a complete list of examples in a note form and write a heading at the top of each list. As the teacher did not give any clear instruction on whether they should do the exercise individually, in pairs or small groups, students sat in their groups and continued their discussions. But it was difficult to discriminate whether their discussions were on-task or off-task one. Again, the teacher was reminding them not to speak in Amharic and not to be noisy. When the allotted time for the task was over, the teacher randomly called students to answer questions. But there hardly was any good response from the students. The teacher then wrote a model answer of the first question and ended his class by instructing them to do the remaining questions at home.

### 5.2.4.1.2 Data analysis

From the above account, we can see that Teacher D's class could be characterized by noise as well as frequent interpolations of "Shhh" that the teacher made to stop students' noise. There were also calls for students to pay heed to instructions he was giving and to focus on the classroom tasks. What the teacher was trying to do was to deal with every single instance of

unacceptable behavior. However, the teacher could not discriminate between disciplinary problems that were obstructive to the achievement of instructional objectives, and those that were not, and therefore could either be tolerated or dealt with later. As we have seen in the lesson report above, the teacher was aware of the importance of laying down class room norms, and routines for dealing with class businesses. However, he was not able to put them in practice.

The teacher also told students to form their own groups; the students did try to do so, and remained seated in such grouping arrangements even though the tasks given required different forms of grouping. The teacher gave no clear instructions for the students to use varied grouping arrangements. He was just moving students quickly from one activity to another to complete his lesson plan. There was no any instance that he tried to evaluate the achievement of his instructional objectives. Below we shall consider what the teacher said in the post-lesson interview regarding the teaching and learning of language.

### Category one: Theory/ belief

The teaching of reading is an area in which Teacher D feels confident. He said that teaching reading is easier than teaching other language skills and sub-skills because, according to him, it only requires a teacher to focus on students' understanding of the content of a passage by making them do every activity provided in their textbooks. He expressed his feeling of teaching reading:

I think, ah, teaching reading is easier than teaching other language skills, because the main focus when teaching reading is enabling students to understand the content, ah, not the rules or system of a language. For example, in grammar teaching I teach how the rule or system works. This is not easy because rules change. But when I teach reading comprehension, I

don't have problems in making students understand the content, ah, because activities which are needed are given in the text book. Students must do all tasks. They can really enjoy doing that when I group close friends together and allow them to be free to share ideas with their friends. (InTrL, 15-24)

We can see from the above quotation that Teacher D is more concerned about completing all activities given in the reading lesson. Therefore, according to him, the role that a teacher plays in the teaching of reading comprehension is of mechanical one, in that s/he should form friendly groups and make them talk and complete tasks one after another. When asking students to do an activity, he did not tell them the purpose of doing each activity, and the kind of reading skill they needed to apply. In response to the question, "What specific reading skills did you want the students to develop? He said, "First, I wanted students to do the pre-reading exercise, in doing that they discuss in a group and share ideas. In post-reading  exercises students discuss and list examples and write topics or  titles above each list (InTrL, 27-30). Apart from that, he largely taught the reading lesson in a manner he was taught as a student. This guided his teaching philosophy. His conception of group work seems to have evolved from his personal learning experience. He thinks that grouping students based on friendship helps students to enjoy learning. In the interview he said, " ...I like big groups. More fun can come from such grouping. Students can enjoy learning by making fun. Also, when close friends come together they feel safe and comfortable because they know each other very well. This is my own experience as a student" (InTrL, 34-37 ).

This may be true but the question is: What is that fun? Is it related to the task they do or otherwise? Unless a teacher seriously considers the essence underlying that fun, the whole purpose of teaching reading could be null.

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**Category two: Approaches and methods**

The teacher's approach to the teaching of reading was based on the scheme of work prescribed in the students' text book. In the interview the teacher gave an account of how teachers of English organize their plans of work:

> ... organizing a reading lesson is not a problem. All English teachers follow what is in the text book. In each unit, there are different sections: reading, vocabulary, grammar, listening, speaking and writing. We always, ah, try to cover all these sections and activities as much as we can. For example, ah, in teaching reading we start from the pre-reading activity. Then we go to the different reading comprehension activities step by step. (InTrL, 80-88).

From the above account, we can see that the teacher closely follows the curriculum set in his department. As mentioned earlier, this kind of course structuring is determined by the calendar and clock (Woods, 1996 cited earlier); it is not anyone's decision to ignore the prescribed sequence. However, the teacher could have used concurrently a conceptual framework as a guide to help him make some adjustments when presenting certain difficult lesson activities. For example, when the students were tackling with the last reading comprehension exercise, they had problems in sorting out and making a complete list of examples of air pollution. But he did not give any guidance for the students, as he promised he would do when introducing the lesson. Rather he was quickly driving students to move from one activity to another to see he was working according to the work plan he had set

Besides. the teacher did not seriously consider the optimal group size for the different reading activities that students were supposed to do. For both the pre-reading and the main reading tasks, the teacher used grouping arrangements students. Underlying this approach, as mentioned in Category one above, is his belief that students enjoy learning by making fun. When he was asked why he did not use other alternative grouping systems like individual work, pair work and small group work, he expressed the feeling that small groups cannot

produce rich ideas (InTrL, 70-71). However, the teacher's reluctance not to use different forms of grouping arrangement could be attributed to his lack of pedagogical knowledge about task demands and the different roles that the students and the teacher himself should take. The other reason the teacher gave for having big groups, which consisted of close friends, was the notion that group members would be safe and comfortable while learning because they very well know each other (InTrL, 35-37). But until the time of the post-lesson interview, the teacher did not realize the potential problems that could come out of a single mode of grouping arrangement.

Maintaining classroom discipline was another shortfall that the teacher could not manage. Regardless of the repeated reminders and warnings he was giving to the students, they continued shouting and speaking in Amharic. But he did not take any action to control their behaviors. His rational for not doing that was:

> .... When they shout and laugh, I sometimes tolerate. If I don't allow them to enjoy, I feel that they don't learn. Ah, I think learning is fun. When they discuss someone may tell a joke. And they laugh. I think they enjoy and learn. But when students over act and perform in a bad way I punish them. I force students who misbehave to sit alone and do the class work or I dismiss from class (InTrL,.42-48)

The above account gives the impression that students learn better if they are allowed to entertain themselves by telling each other funny things. Therefore, if we teachers continually expect students to show a strong work ethic, we will be perceived as being overly demanding. Yet, we need to know the extent to which such entertainments contribute to effective students' learning. In other words, we need to discriminate between on-task and off-task shouts or noises that arise from telling jokes and other fun provoking games. Failure to dichotomize such things may result in inappropriate learning outcome.

Still another classroom management problem that was seen in the teacher's class was his inability to deal with problems of individuals and groups. When

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he asked students whether they had done the homework or not, he found out that some had done it, others forgotten to bring it to class, and some others had not done it at all. The teacher's approach to managing this problem was reactive. He spent time asking individual students problems and negotiating possible time for submitting their assignment. When he was asked why he spent time dealing with individual students' problems, he said, "Yes, I was talking to each. I was trying to correctly understand individual problem. This, I believe, is giving respect to every student. When I teach, I give respect to my students. I ask each student his or her problem, and we agree on how to do things in the future" (InTrL, 56-59).

Giving respect and taking care of them may be one way of enhancing active learning methods. However, this shall not be done at the expense of the majority's class time. Had the teacher critically considered the case, he could probably have used a different approach to address the issue. Here it can be argued that the teacher could not discriminate between facts that demanded immediate attention, and that needed later attendance or he could not differentiate what demanded individual attention and what could be dealt all together.

The teacher claimed that he used active learning methods because students tried to discuss and answer questions. As mentioned above, the teacher only used one mode of group arrangement to make students deal with the different reading tasks, which did not result in the achievement of students' learning. In fact, later in the interview, the teacher confessed that he did not feel that students have gained much from the lesson he taught (InTrL, 97-98).

**Category three: Evaluating Teaching**
Teacher D evaluated his teaching of reading lesson not effective. He attributed the failure of the lesson all to himself. He said:

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I can't say the lesson was successful because I didn't form effective groups. Some groups were silently reading. Other groups were loudly talking. And I couldn't control them. I don't feel that students have learned important reading skills. Now I got all my problems. So I should change group members and use other methods to control their behavior" (InTrL, 94-99).

Teacher D made it clear that the failure of the lesson was due to his poor classroom organizational system and his inability to manage improper behavior of students. He did not end up there. After identifying his teaching problems, he set a plan of action that would help him improve his future teaching performance and thereby achieve better instructional objectives. In response to the question, "Can you think of other alternative teaching technique of teaching if you were given the opportunity to teach the lesson again?" He said, "I think I can use different grouping methods and there will also be someone who will take the responsibility of presenting discussion results (LInTrL, 94-99). All this self-realization is a step forward to improving teaching in light of limitations encountered. As Dewey (1933, P. 6) explained it, "Reflection is an active, persistent, and careful consideration of any belief or supposed form of knowledge in light of the grounds supporting it and future conclusions to which it tends. Reflection implies that something is believed in or disbelieved because of some evidence, proof, or grounds for that belief.

### Category four: self-awareness

In the interview, Teacher D expressed his self-perception about the teaching and learning of language in a broad way. He said that language teaching demands every individual teacher to strive for the improvement of his or her knowledge about the teaching of language skills. Indicating the sources for building that sort of knowledge, he mentioned that examining one's past

teaching experiences, reading books on language teaching and learning methods and strategies, and observing other teachers' classes could be means to achieve ends (InTrL 112-123). In the meantime, he also reflected on the teacher development programms that are conducted in the school he is teaching. He said that the school demands teachers to prepare portfolios, participate in departments meetings and discussions and observe other teachers' classes. But no guidance or proper training is given to help them benefit from such teacher development endeavors (InTrL, 127-132). Although the teacher did not clearly specify his language teaching strengths and weakness and future action plans for the improvement of his teaching career, his comments about the teacher development programmes seem to suggest that he is in dire need of getting training so that he can make improvements in his teaching performance.

## Category five: Questions about teaching

The teacher's questions about the teaching of language was not about knowing reasons why certain problems of teaching occurred but rather on getting advice or recommendation on how to deal with them. Referring to his past teacher training experience, he commented that he had not had adequate training and classroom practice in managing class room routines. He said,

> "While I was in training institutions, I didn't get enough training and practice on how to organize groups and control students' discipline. Now I am facing problems with organizing groups and other things. Many of us have such problems. Most of the time, we tolerate or ignore them. I feel that these techniques may not be good to solve classroom problems. But what can we do? We don't discuss about these problems during teachers meetings to get ideas or advice from more experienced teachers" (InTrL, 137-145)

The above account gives the impression that classroom teachers can make a difference in teaching provided conducive environments are created for the

teachers to help them air ideas about their daily teaching problems so that they can part company ideas.

### 5.2.4.2 Teaching Grammar
#### 5.2.4.2.1 Brief Lesson Report

The section Teacher D taught grammar was not the one he had taught a reading lesson. When the teacher turned up for class, students were noisily talking and copying biology notes written on the board. Teacher D drew the attention of the students by taking a roll call and asking them to form groups and select group representatives who would coordinate and report group task performances. While they were doing that, he was telling them not to speak in Amharic and keep quiet. He laid down two classroom rules that they should observe. These were based on punishment in the form of deducting marks for misbehaving and speaking in Amharic, and incentives in the form of awarding bonus marks for active class room participation.

The grammar lesson was in conditionals. The teacher planned to introduce two types of conditionals, one using the simple present tense both in the conditional clause and the main clause; the other using the modal 'will' in the main clause. The teacher wrote four simple present conditional sentences both in the ' if... clause', and 'main clause':

If you want to be a pilot, come to Ethiopian Airlines

2. If you want to buy quality house, choose Ayat Real State.

3. If you need high interest rates for your children's savings, come to Abyssinia Bank.

4.  If you need real spring water, visit our super market near the Mosque.
(from My Field
Notes)

After that he asked the students to discuss in their groups and construct three similar conditional sentences which would appear in advertising or similar contexts. The teacher did not model the task prior to this activity. As a result, while some students produced sentences like 'If you want to be a good student, come to Fassilo School. Others gave irrelevant sentences that showed a lack of understanding of the task. After providing feedback, he changed the main clauses of the four conditional sentences from imperative to declarative as an alternative way of writing advertisements. For example, if you want to be a good pilot, Ethiopian Airlines suits you. Again, students were asked to follow the same pattern, and accordingly change the conditional sentences they had constructed. Some students produced sentences like 'If you want to join the best school, Tana Preparatory School suits you. The teacher collected the work that they produced and moved to another stage of the lesson. So far the teacher did not give any hint about the structural pattern of these sentences.

The teacher quickly moved onto another activity that the students would do. He referred to the experiments in their science classes and gave the students a two-column list, one with conditional clauses and the other with the main clauses, and asked them to match the two parts. Examples given were:

   1. If you put oil to water,                  a. … it burns.

    2. If you add sugar into water. …       b. … it floats

    3. If you put your finger on a hot iron,    c. … it dissolves

                                            (from my Field Notes)

This was followed by a presentation of the second type of conditional using the modal 'will'. Examples given were:

   1. If you don't do your homework, you will be sent out from class.

   2. If the teacher is free, she will give you tutorial tomorrow.

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3. If I get annual leave, I will take you to Lake Tana islands. (from Field Notes)

The teacher drew the students' attention to the use of two different tenses in the main clause and explained that the present tense is used when one is certain that the event will happen and that the future tense is used when one is not completely sure that it will happen but he thinks that it is highly likely. The teacher then asked the students to fill-in-the blank exercise, some of which were for advertisement and others for expressing possible future happenings. He gave five minutes for this. However, when the teacher asked the class to report their work, the students grumbled. The teacher quickly wrote the answers and concluded his lesson.

### 5.2.4.2.2 Data Analysis

From the above brief lesson report we can see that Teacher D established classroom rules that he wanted students to observe. This was presumably done for two reasons. As mentioned above, when the teacher evaluated his reading lesson, he said that the lesson was not effective because of his lack of proper management of classroom discipline, and therefore suggested that he would take action to improve such events. This could be one. The other could be just an immediate reaction to the students' classroom behavior.

After establishing the rules, Teacher D started the grammar lesson on conditionals. He used a combination of all the four theoretically motivated options in grammar teaching (Ellis, 1998 cited earlier). When he provided "structured input", instead of getting students to identify the common structures in the four examples, he asked them to produce similar sentences to the ones he gave. Then he provided explicit instruction on the forms and usage of the two conditionals. Teacher D also used different contexts to present conditionals. However, the activities were not systematically sequenced to help

students understand patterns, rules and usages of conditionals by going from a familiar context to one that is less-familiar or unfamiliar one.

Below we shall consider what the teacher said in the post-lesson interview in light of Ho and Richards (1993) five categories or themes of language teaching and learning of language.

### Category one: Theory and belief

As mentioned above, the teacher made a small change in designing the class room for managing learning. The teacher's concern was on maintaining classroom discipline than on forming different grouping arrangements like individual, pair or small group work to help students gain varied learning experiences or opportunities. Underlying his reluctance to use pair or small group task seems to be a more deep-rooted conception of student learning. The teacher thinks that grammar teaching is difficult because it deals with the system of the target language (InTrL, 168-169). And therefore he believes that it is him that should take the responsibility to transmit knowledge to students. This could imply that the teacher lacks confidence in students' ability to do things for themselves. We have seen that the teacher made a quick decision to provide the students with answers for the fill-in-exercise because he felt that they would not do the task on their own. When he was asked why he decided to give answers to them, he said, "… because I felt that they wouldn't do it. They are also shy. They don't want other students to laugh at them when they make mistakes. This is the reason why I wrote the answer myself (TrL,214-217). His understanding of students learning seems to be that because they make mistakes, why wait until they commit mistakes. The teacher's reflection of intolerance or impatience to students making mistakes could also be attributed to his lack of knowledge about language learning theory which suggests that making mistakes is part of learning because the learner becomes aware of that and seeks a solution for it (Harmer, J. 2007).

**Category two: Approaches and methods**

The teacher's approach to the teaching of grammar consisted of his belief that it is difficult and therefore it should be taught in ways he thinks were appropriate. He used different contexts to present conditionals. He used conditional sentences in the imperative and declarative forms as ways of writing advertisements for different intents. He used examples from science experiments to show general truths as well as conditionals with the modal 'will'. However, as the teacher observed himself, the sequencing of the presentation was not as such systematically done so as to assist students develop their understanding of the forms and functions of the two types of conditionals. The teacher's problem with sequencing his presentations could be attributed to two reasons. The first reason has to do with his dilemma between whether he should use students' interest or linguistic demand as a criterion for sequencing. In the post-lesson interview, he confessed that when planning the lesson, he struggled over the sequence of presentation. He wanted to start with one that was easier for the students. He thought of starting with conditionals with the modal 'will' because he knew that students had learnt it before. However, finally he decided to present conditionals in advertisements as a way to start the lesson because the examples of advertisement would give them interest or hold their attention (TrL,194-195). This implies that the teacher's concern was with arousing students' interests. This could be a well come effort. But the teacher lacked awareness of the linguistic demands of the task. He started with the use of the conditional for advertisement and moved onto its use in stating scientific truths. He did not, however, explain to the students the distinction between the two. The burden was on the students to figure out whether they were same or different. It would have been linguistically less demanding if he were to start with conditionals that express scientific truths with which students were already familiar, and then moved on to their use in advertisement for persuasive effects. The teacher's introduction of variations in the syntax of the first conditionals in advertisements, one where the main

clause is declarative, and the other an imperative, posed further linguistic demands on the students. The teacher was not aware of this until he reflected on this in the post-lesson interview. He said, "I don't know how much load I gave them. When asked the students to complete a fill-in exercise, the students were unable to do it. This could be related to problem of ordering tasks. The first activity about advertisement was I think difficult for them to understand." (InTrL, 219-224).

The teacher has knowledge on which to base his judgment with regard to selecting teaching materials and giving explanation of grammar rules and pattern to the students. In other words, he was conscious of the need to present the structure of the target language in ways he thought would hold the students' interest. In doing so, however, he lacked the requisite pedagogical knowledge of seeing whether the different tasks he designed for the students were linguistically complex for the students to understand and perform tasks as they were expected by him.

### Category three: Evaluating teaching

Teacher D evaluated his lesson partly successful because of two factors. One factor he mentioned is his capability to maintain class room discipline owing to the classroom norm he had established. The other factor is related to class room participation of some students in answering questions he asked. In response to the question, "Do you think the lesson was successful? Why? He said," To some extent it was successful. Students' classroom discipline was good. Some [students] were silently working questions I asked them to do. But when I say this I don't mean there was no problem. Students were not interacting (InTrL, 226-229).

As the teacher pointed it out, there was no class room interaction. When he was asked why such a thing had happed, he said that majority of his students

did not take part in class discussions. According to him, this is a common feature of most students in his school (LInTrL, 231-232). In this regard the teacher was further probed if he could think of another alternative approach of class room design so that effective student learning can take place. But instead of suggesting a solution, he insisted on saying that bringing together close friends is a good way to forming working groups because they can share text books and other learning materials (InTrL,237-241). This reflection again reminds us of the predominance of the teacher's concern for students' close rapport to organizing the class room for improved students' learning.

### Category four: Self-awareness

In the interview Teacher D was asked to reflect on his self-perception, as a language teacher, about his methods of teaching, strengths and/or limitations, and suggest, if any, personal professional goals and actions to be taken toward his future career development. He reported:

> I know that, ah… I know, ah, I was not well trained to solve different problems that I face in teaching English to students who don't have good education background. But, ah, I have learnt from my teaching experience many things. For example,… sometimes I plan my lesson based on the text book. Sometimes I plan a lesson, grammar lesson for example, based on my own assumption about students' knowledge and student understanding, and, and what students can do. Ah, sometimes this works well in one class and not in other classes. This is because of students' poor English learning background. Generally, my attitude towards teaching is positive. I know I can learn from other experienced teachers. I can also learn by participating in seminars or workshops. But the problem is there is no such organized teacher development programmmes (InTrL, 203-272).

From the above account we can see that the teacher, although he has not pinned down any teaching problem he encountered in teaching the grammar lesson, is well aware of teacher development schemes which could be exploited for his personal professional development. His positive attitude toward teaching

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and the desire to learn more about teaching, and the criticism he gave about the shortfalls of teacher development programmes conducted in his school marks him to be an open-minded person. If his criticism is seriously considered by the concerned bodies of the teacher development programmes, beneficiaries of the change would be many.

### Category five: Questions about teaching

When one tries to examine his or her past teaching experience, s/he may come up with questions like 'How did I come to act like that?' or What made me do or act like that? These and other forms of questions that a teacher raises helps him or her to find out causes or reasons that prompted them to do the way they did, and try to make some adjustments that would be implemented in subsequent teaching events. In this connection Teacher D was inquired to raise questions, if any, he had regarding the teaching of language. The question the teacher posed stemmed from the belief he holds about the teaching of grammar. He describes grammar teaching as a difficult sub-skill because it is all about the system of a given language. He explained:

> Grammar is a language system. It is not easy to master all grammar rules of a given language. So to teach grammar we should learn how to teach it. I have been teaching grammar. But sometimes I face problems in presenting a grammar lesson. I always ask myself and other experienced teachers: 'How can I teach grammar effectively?. People have different ideas about this. One says observe teacher X class. Others say other things. It is good to get different ideas. To get more information. I will continue to ask people, I mean, ah, teachers to share ideas, ah, how to teach grammar effectively. Our students expect us to be helpful. They know little about English language (InTrL, 203-210).

Again here we can see that the teacher's constant efforts to know more about his methods of teaching and the concern he has about his students characterize him as a reflective teacher because it is through this open-mindedness (Dewey, 1933) that one can come up with solutions to many of one's professional practices. Alatis, J. E. (2004, pp.18-27) describes a competent teacher as follows: "Competent teachers with non-discouraging
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personalities using non-defensive methods and techniques, who cherish their students and hold them in unconditional positive regard, are the best teachers." Teacher D is bothered about how he could be of help to his students; his inquiry into such issues of effective teaching marks him as a true inquirer into his professional growth.

Having reported and analyzed the interview data, we now go to the presentation and analysis of data collected through the medium of journal writing.

## 5.3 Presentation and Analysis of Data Collected Through Journal Writing

### 5.3.1 Introduction

The four teachers who were subjects of the study were provided with a guideline (Appendix X, P. 382-384) for writing their journals. Nevertheless, regardless of the guideline given, each of them wrote their journal entries in ways they felt they could carry out the task. In some entries they used a paragraph to simply recount what they planned to teach and the processes it entailed. In other journals they tried to use the guideline as a resource for writing and gave responses to some of the questions outlined in it. On average each of them were able to write eight journals over the semester the study was conducted.

The analysis of journal data of the four teachers is done in accordance with the analysis of the individual interview data. And therefore, analysis of Teacher A's journal entries are treated first; followed by Teacher B, Teacher C and Teacher D.

### 5.3.2 Data Analysis

#### 5.3.2.1 Teacher A

Teacher A, feeling highly loaded with over 25 periods of teaching assignments a week, and lacking in regular journal writing practice, expressed his doubt

about his full engagement in the voluntary journal writing task. He commenced his first journal entry by writing the following:

> Dear Researcher, First of all I would like to tell you that we are not in the habit of writing journals daily or weekly. You asked us to write a journal once a week. But I don't think I can fulfill your request because of two reasons. One is I am overloaded with 25 periods a week. In this case I have to prepare my daily lesson plans, teach the lessons, mark students' home works and I participate other school meetings and frequently meet students' parents and discuss about their children's problems. So I don't think I will have time to write journals as you wanted me to write. The other reason why I said I may not fulfill your request is lack of good writing ability. I feel it is difficult for me to write about my personal thoughts. I don't have good training about journal writing; I don't have such writing practice. Sorry. But I will try my best. (Journal 1, lines 1-12)

Fortunately, as he promised he would try to write, he wrote journal entries of different lengths and contents. Few journal entries were based on some of the questions outlined in the guideline; others were simple descriptions of classroom procedures used in teaching a given lesson. Below we shall consider the contents of his journal entries under the five language teaching and learning themes categorized by Ho and Richards (1993).

## Category one: Theory/belief

From the above quotations we see that Teacher A used the journal writing infrequently for critical reflection. He seems ambivalent about explaining his teaching in general and writing about it in particular. For instance, in his second journal entry (Lines 60-63) he wrote: "How is my teaching methodology working? Are all the students benefiting or learning from my methods of teaching? I can't say anything about this? I think the students should answer this question". He also wrote about his students' poor language learning ability and reluctance to speak in English; he related this to all students in government schools. He wrote: "Speaking in English is something all students in different grade levels hate and afraid to use. And this is why they don't

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improve. I can't deny that there are students who speak English in a nice and beautiful manner. But this are students who learn in some private schools"(Jounal 5, Lines 126-131).

In his third journal entry Teacher A wrote a similar reflection: "my teaching philosophy is clear. I always make enough preparation for all my classes. But my students are disinterested to learn English, what does my teaching method look like. I don't think it is boring (Journal 3, Lines 88-91).

**Category two: Approaches and methods**

With respect to this category, Teacher A broadly wrote about his lesson planning and descriptions of procedures he used in each of the lessons he taught (see journals 2, 3, 5, 6, 7 in Appendix X). He seems to have misunderstood or lacked some pedagogical knowledge about classroom organization and demands of class tasks. Instead of examining his approach and technique of teaching and making changes in his approaches and methods, the teacher ascribed problems in learning to students' bad behaviors or poor language background. For example, in his fourth journal entry, he wrote:

> ... I would not change my teaching approach unless students always bring their textbooks to class to do class activities. When the lessons are performed in each period, practice is made by asking questions, answering questions and participation in class discussions. When using this method students were organized in a group of 4 or more members to participate in every activity to be done. Here, although the method is practically applied, background knowledge of students affects the teaching-learning activity. ... Majority of the students were passive, especially female students. I always advise them to participate but they don't show interest. (Journal 2, Lines 38-50).

The teacher also wrote about importance of contents of lessons he taught, not in light of meeting learners' needs, but gave simple descriptions of contents of a lesson. For example, in his fourth journal entry, he wrote: "...the content was

easy. They needed to use reason clauses. Reason clauses are introduced by words such as 'since, because…. But they did not use them. I don't know why they don't participate in class (Journal 2, Lines 51-55).

In his 3rd journal entry the teacher wrote that classroom interaction was between him and individual students, and did not want to allow students to interact between and among themselves because he felt that they would make too much noise in class. He wrote, " … class interaction was between the teacher and individual students. I could have used other methods in class but when I allow students to interact among themselves in the learning process, they talk all at the same time. In that case the class is disturbed (Journal 3, Lines 77-81).

What can be inferred from the teacher's account is that he lacks in some pedagogical knowledge of the demands of tasks in a given lesson. Some tasks may require group discussions that involve students to talk to each other and share ideas. In so doing they obviously would make noise; and that noise is unavoidable and could be accepted as allowable mistake. The teacher's fears about students making noises and disallowing them not to exploit the benefits of group discussions appears to be that he lacks pedagogical knowledge about 'on task and off task noises'.

### Category three: Evaluating Teaching

When evaluating his lessons, Teacher A described problems that occurred in the classroom but not about solutions to the problems. For example, in his 2nd journal entry, he wrote about students' passivity, but did not write about ways he tried to solve their problems in practical terms. He wrote the following: "Majority of the students was passive, especially female students. I always advise them to participate but they don't show interest. (Journal 2, Lines 47-50).

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In his 5th journal entry, he wrote about students' inability to use English in the classroom. Instead of trying to look for an alternative ways to presenting a lesson and thereby enhance students oral skill, he ascribed the students' failure to demonstrate oral fluency to low promotion policy implemented in schools. He wrote: "Teaching English is very interesting in my part, but when I want to teach students, I find it difficult to run the lessons as I want to accomplish them. This is because of students' bad academic background. Students are allowed to pass from one grade to the other by low promotion policy. They don't master things they should master…" (Journal five Lines 132-137).

**Category 4: Self-awareness**

With regard to this category, Teacher A wrote about his perception as a teacher indicating that the sources of ideas about his teaching of language, particularly the speaking and listening skills, is limited. According to him, this is due to inadequate training he received while he was taking undergraduate courses. As the result of this he said that he teaches those skills in ways suggested in the students textbooks, and feels that his evaluations of students learning achievement is subjective (Journal 5, Lines 137-144). However, apart from commenting on the teaching and evaluation problems he faces in the daily routine of teaching of the productive and receptive skills, he did not recognize any personal professional growth, nor did he set any personal goal that might help him improve his future teaching of practices.

What is implied here is that the teacher is not able to go beyond the state of confronting- 'How did I come to be this way', which is an examination of the broad historical context to 'reconstruction state', that is 'How might I view or do things differently' (Barttlett, 1990); this relates to a teacher who looks forward and generates goals for future critical action. In other wards a teacher moves

away from his routine teaching actions that are guided by impulse and tradition or institutional demands to a level where his teaching actions are guided by reflection and critical thinking and action (Dewey, 1938) that lead to reconstruction of his believes of teaching.

### Category five: questions about teaching

Although the teacher was expected to pose two or more questions (which is suggested in the journal writing guideline) about a lesson he had conducted, Teacher A did not write any question of the lessons he taught.

### 5.3.2.2 Teacher B

Like Teacher A, Teacher B expressed his doubt to writing regular journals. This, according to him, is due to lack of writing skill, and time constraints. In his first journal entry he wrote:

> ...Thank you for your guiding questions. They are good questions. I think you want to know how I teach effectively or not. I am afraid, I may not do the writing properly. I don't write very easily or without difficulty. There are teachers who can write a lot but I may not write like them. The other problem is I may not get time to properly answer all the questions given in the guideline. Any ways, I want you to give me feedback about my journal writing because I want to know if I have answered your questions. Your comments will be important feedback to my future journal writing skills (Journal one, Lines 1-13).

To help him overcome this lack of confidence in writing, the teacher was encouraged not to worry much about the technicalities of writing skills. As the main goal of the study was to gather data on what the teachers say in the post-lesson interview and write in their journals about their teaching, students, and professional development, he was informed to focus on his language fluency rather than accuracy. Accordingly, the teacher managed to write journal entries using some of the questions given in the guideline. His journal entries ranged from teaching reading to teaching vocabulary, grammar, and to other teaching and learning events. To analyze the contents of his journal entries data was coded for topics and categorized for analysis.

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**Category one: Theory/ belief**

As he made it clear in the post-lesson interview, the teacher's teaching philosophy is maintaining order and control in the classroom. The principles of teaching that the teacher follows is again reflected in his journal writing. for instance, in the third journal he wrote the following:

...I always want students to respect rules and instructions. Teaching is about guiding or helping students to learn and to learn one must control students' class behavior. They should do what the teacher tells them to do. Good teaching and learning is made up of these things (Journal 2, Lines 33-37).

Still in the second journal entry the teacher wrote about his personal theories of teaching. He wrote, ".... Teaching is a kind of habit that you do daily. You follow your daily lesson plans and guide students through the lesson and students should follow instructions and do things to learn something from the teacher" (Journal 4, Lines 74-77).

Still in another journal entry (on grammar teaching), he wrote: "My philosophy of teaching was reflected in the vocabulary lesson I taught. I always want volunteer students to answer questions I ask. Others just listen attentively to their classmate's contribution and learn from them" (Journal 5, Lines 89-92).

As we can see from the above extracts, the teacher is a dominant figure in the classroom and manages activities done inside classes in ways he feels are appropriate for him. However, if everything that is done in class is conducted through hard and fast rules set by the teacher, it can be argued that students' learning motivation and academic achievement could be hampered and the teacher's teaching goals might not be met for students would be constrained to learn from each other.

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**Category two: Approaches and methods**

Relating to this category, Teacher B wrote mostly about the procedures and techniques he used in teaching reading, vocabulary, grammar and writing than about the contextual factors that necessitated their employment. For example in his journal entry 3, he wrote:

> I prepared a grammar lesson on conditional type I. I used students' textbooks and the blackboard to teaching the lesson. My teaching techniques were giving small lecture on the probable or likely conditional structure. Using examples I tried to present the lesson and explain the two parts of type I conditional sentence. Students were grouped around a book; almost three to four students were grouped to do exercises which I gave them in class (Journal 3, Lines 44-51).

Although the journal writing guideline included questions related to other issues under approaches and methods of teaching, like pedagogical knowledge, knowledge and experience in teaching, student background information, the teacher limited himself to writing about one specific question soliciting information about grouping arrangement. For example, in response to the question 'what grouping arrangement did you use the lessons you taught? He wrote, "... Generally, I use mostly one type of group arrangement (individual work) because it helps me see what students do individually and to control their classroom behaviors (Journal 6, Lines 118-121).

This seems to imply that the teacher lacks no clear understanding or knowledge of what each task demands students to do on their own and with others in order to maximize their learning capacities. Relying just on one mode of grouping arrangement, that is individualistic approach to learning and trying to know what students can do on their own is "...a classic stance of educational measurement which denies students the opportunity to learn from other classmates or other social learning opportunities" (Smith, J. 2001). It could have been more appropriate if he had tried to make use of other classroom

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organization techniques to help students learn from each other and also from the teacher because "...learning is a complex interaction between biological and psychological development and social interaction (Vygotsky, 1978 cited in Smith, 2001). As learners interact with more experienced peers, teachers, or parents, Vygotsky observed, they are able to advance beyond their present level of development to a higher one. The conceptual distance between what learners can do on their own and what they can do with assistance, which Vygotsky (1978) termed 'the Zone of Proximal Development (ZPD), is a view of learning that includes emergent abilities as well as those already developed. Students do and seek not only to know what they can do on their own but also what they can do in collaboration with others (Smith, 2001).

**Category three: Evaluating Teaching**

Under this category, Teacher B was expected to write about the main accomplishments of lessons' he had taught, and state their relative successes or failures, and thereby diagnose any teaching or learning problems he encountered and state a plan of action to remedy them. The teacher, however, focused on students' problems. In response to some of the questions given in the guideline, Teacher B wrote:

> Were you able to accomplish your lesson objectives? Teacher response: Yes, students have tried to answer questions in Exercises 4 and 5 of the reading comprehension passage in Unit 2- HIV/ AIDS. Did you have any problems with the lesson? Teacher response: Yes, majority of the students did not participate in answering questions I asked in class because there were not enough textbooks for all students; they could not get opportunity to read and understand the reading passage. Which parts of the lesson were successful? Why? Teacher response: Ex. 3, or the True/False questions were successful because students didn't have to write full answer to question. Which were least successful? why? Teacher response: Ex. 4 or Wh- questions. It was about conducting an interview. Would you teach the lesson differently? Teacher response: No. I don't think so, unless students get their textbooks to class, nothing would be done. What do you think students really learnt from the lesson? Teacher response: They learnt a lot about the transmission of HIV/ AIDS (journal 8, Lines 151-165).

As the above responses to questions posed in the journal writing guideline illustrate, the teacher was able to clearly state the success of a lesson he taught in light of the active engagement of some students in answering the teacher-led question/answer exercise. The teacher also wrote about the passivity of many of his students in taking part in the discussion held between him and the class. But he did not write about how to deal with such students' classroom interaction problems and seek solutions to overcome them.

**Category four: Self-awareness**

Still the other aspect of the journal writing task was about having the teachers reflect on their self-perception as language teachers. In this regard the teacher was expected to write about his strengths and weaknesses in the of language, thereby recognize his personal professional development and set goals for future action. In this regard, Teacher B wrote journal entries which carried his reflection on some of the questions raised in the guideline. For example, in response to the question raised in the journal writing guideline, "what contradictions did you observe in lessons you taught?, he wrote: "… if not contradictions in a complete sense, there are certain difficulties such as many students being not interested to attend language classes as much as is needed and certain other issues; these problems discourage me to teach students who have no interest in learning" (Journal seven, Lines 138-143).

However, the teacher's self-awareness about his students lack of motivation to learn and its consequent effect on his teaching motive did not give rise to his recognition of the issue and look for future remedial actions to improve existing situation.

**Asking questions about teaching**

Despite the fact that the teacher was expected to raise a question(s) about the lessons he had taught, he did not do so probably because he might not have **such orientation.**

## 5.3.2.3 Teacher C

Unlike Teacher A and Teacher B, Teacher C did not express any ambivalence toward writing a regular journal. He wrote eight journal entries with varied lengths and contents, most of which were about his lesson planning, students' behaviors and classroom management problems. Like the teachers mentioned above, he did not try to exhaust questions given in the guideline to help him reflect on all aspects of his teaching. Below is given the analysis of the contents of the teacher's journal entries vis-à-vis the five themes or categories of teaching and learning of language.

Category one: Theories/beliefs about language teaching and learning

As he stated it in the post-lesson interview, Teacher C holds a belief that active students' participation can be enhanced when teaching precedes learning. Students must first be taught something they don't know. For example, in his first journal entry the teacher wrote:

> "According to the lesson plan, first, I introduced the lesson by asking students to go though the pre-reading questions so that they can guess what the main reading would be.  Then I gave them definitions of words written in bold because it makes students active participants in class. Why bother students to guess contextual meanings of words at the beginning. I should first teach them things they don't know, I think this is a good way to help students learn better (Journal  one, lines 6-11).

In the same journal entry the teacher expressed another personal teaching theory. He wrote: "With regard to classroom management systems, I usually try to make the students busy with answering questions and doing exercises in

order to make, at least most of the students in the class make no trouble while I am teaching" (Journal one, lines 12-18).

From the above quotes we can see that the teacher is more concerned with maintaining classroom discipline not for the purpose of fostering students' learning but to guard off potential misbehaviors of some students. In other wards the teacher's prime motive, when engaging students in varied tasks, is not intended to help them get on with their work and benefit from class interaction but subjugating them not to interfere when he is busy with teaching routines he planned to implement.

### Category two: approaches in teaching and methods

In this category the teacher focused on describing different issues. For example, in his fifth journal entry, the teacher wrote about the processes and procedures he followed in presenting his lessons; nothing is written about the contextual factors that necessitated the employment of certain teaching strategies or procedures over others. He wrote: My listening class today was not bad. The topic was about Female genital mutilation. I went for class with a clear lesson plan. First, I revised previous lesson. Second, I read the listening text slowly for three times. But I did not start the class on time. Third, period is always problematic. … (Journal five, lines 89-97)

He wrote a journal entry describing the procedures students followed to do an activity than writing about the significance of teaching the content of a given lesson to students learning. For example, in his sixth journal he wrote:

> The lesson topic was speaking: 'River puzzle in Unit 11'. Students had to study five pictures that show actions of a farmer who wanted to get five things (a lion, corn and a goat) across a river. But because his ship was small, he had to take one at a time. So students were instructed to study the different pictures and suggest to the farmer how he should do the task students discussed. (Journal six, lines 98-110)

Toward the end of the journal writing tasks, the teacher wrote an entry reflecting on the procedures he followed in doing different activities and his satisfaction of students' classroom behavior. He wrote:

> Today's class (10K) was on vocabulary. The class was enjoyable. It was nice. The students were very interested in the lesson. They grouped themselves and discussed about the activities given to them. First, students had to do one exercise which they had not finished in our reading comprehension lesson. There were five 'Wh-'questions that students should talk about regarding dignity of labor. For example, one such discussion question was-what happens when the people of a certain country look down on or disrespect a certain job/occupation? It was easy to check students' performance. Today I was very much relaxed in class. (Journal seven, lines 111-121).

From the above written products we can see that the entire content of the journal entries focused on describing things the teacher and students did without making critical thinking and enquiry into the consequent effects of such process and procedures he followed.

### Category three: Evaluating teaching

In all the journal entries that the teacher prepared, he did not clearly state any lesson objective that would help him evaluate the success or failure of a lesson he had taught in light of the approaches or procedures, and methods he used in teaching and look forward to improving teaching practices. The teacher focused on describing problems caused by students wrote little about solutions to address the problems. In his first journal entry he wrote:

> … The other way I usually use in order to maintain discipline in the class is just ignore certain minor problems the students create not to aggravate the condition. Here I would like to say that there are certain students who purposefully engage in provoking teachers to argue or quarrel with them so that the class will be disturbed (Journal one, Lines 15-21).

In the same journal entry the teacher continued commenting on students' attitudes toward learning. He wrote: "   …Lack of interest in coming to school or going to their classes even if they come to school they don't focus on their studies (Journal one, lines 21-23). In another journal entry he wrote about the students' lack of interest in education saying: "…. But I observed students sitting idle because they did not have pens or pencils. I know this is common in many classes. Students were given a home work. When I checked whether or not students had done their homework, only three students had done it (Journal three, lines 48-52).

He also wrote about his students' reluctance to speak English in class and the kind of advice he gave them. He wrote: "…. I told them to use the language without being afraid of anything because the objective of teaching and learning speaking skill is to exercise the skill. So my advice to the students was that this is the situation and the place to practice speaking (Journal six, Lines 106-108).

As the above written accounts demonstrate the teacher is well aware of problems that occurred in his classes but the techniques and measures he adopted to deal with the problems do not seem to be well thought out ideas that could profoundly solve such critical issues of teaching and learning and change the students' attitudes and behaviors toward learning and bring them up to a new way of life so that they could become critical problem solvers of their own learning.

**Category four: Self-awareness**
As this category required the teacher to write about his perceptions as a language teacher, Teacher C wrote two journal entries that specifically dealt with his professional development issues. However, the contents of the written responses suggest that his professional development concerns were not geared

toward improving his current English teaching situations but rather about how he wanted to or should do to scale up his communication skills with speakers of the target language by using different media. Answering his own question, "What are my language teaching weaknesses at present?" He wrote,

I have many weaknesses at present. I am not following or listening to English media. I don't feel confident to make frequent communication with many persons in English. In some cases it seems silence is gold. This means I keep silent in some public speech and so on. Interference of first language is also my major problem (Journal four, Lines 67-77).

Regarding the existence of any contradictions in his teaching, he wrote:

> Yes, there are many contradictions in my teaching. To Some extent, there is shyness, lack of confidence, shortage of recorded materials and so on. In addition to these, giving higher priority to memorizing forms of grammatical structures; some students being unwilling to speak in English creates contradiction in my teaching (Journal four, Lines 74-79).

Nevertheless, for these teaching weaknesses and contradictions he confessed he has, he wrote the following as answers to a question he posed: How can I improve my teaching? Response: "By making frequent communication with foreigners and any other good English speakers; (b) By listening and interacting to recorded materials on language teaching; (c) By reading and writing in English (Journal four. 80-84). With respect to how he helps his students, he asked himself, "How am I helping my students? And responded: (a) By motivating them in making communications with each other; (b) By providing them with different free talking exercises; (c) By giving them advice ( Journal four, Lines  85-88).

This relatively long account of the teacher's written responses to the different yet related questions of his professional development tell us that the teacher

did not base his reflections on his past teaching experiences but rather on common parlance that some teachers say. By implication this displays the teacher's lack of appropriate reflective skills of own teaching observations, making objective descriptions of lessons taught and be informed of why and what made him act the way he did and look for new ways of teaching actions or reconstruct his beliefs and assumptions toward making improvements in his or her future teaching performance (Smyth, 1992).

### 5.3.2.4 Teacher D

Like Teachers A & B, he was reluctant to write journals regularly. In his last journal entry, he wrote:

> I think it is good to write journals regularly but as you may have seen we are busy with the teaching-learning processes and other related things like marking students assignments because it is mandatory for a teacher to assess his students learning through the method of continuous assessment. Time is serious problem. As I am teaching English I should read books to improve my teaching capacity but I can't. So I can't write much about my personal development (Journal 8 Lines 180-186))

Teacher D used the journal writing infrequently for reflection. Out of a total of eight entries, he wrote mostly about his beliefs and opinions about teaching and students' lack of motivation to learn. He also wrote more about problems of differing natures that impacted upon his teaching and students learning. Let's see the contents of his journal entries under the five categories or themes of language teaching and learning.

### Category one: theory/ belief

In this category Teacher D was interested in writing about his beliefs in language teaching and his students' lack of motivation to learn. For example, in his third journal he wrote: "...Teaching is an internal feeling one has about the teaching profession. She or he must love the teaching profession if she or

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he wants to be successful in helping his or her students (JE three, Lines 43-45). He continued to express this personal opinion about teaching:

> "….In teaching one has to feel proud of being a teacher, because it is the teacher who shapes minds of school children who want to become great men like a scientist, an engineer, a pilot and so on. It is this belief, not the money he gets. that gives a teacher the moral and commitment to work hard and bring change in a country. This is my personal opinion (Journal three, Lines45-50; Journal four, Lines 70-79).

In the forth journal entry he wrote about the roles the teaching profession in general, and language teaching in particular. should play in changing life style of society. He wrote:

> … Since the teaching profession, in general, is the process of determining the fate of human development, teaching language gives a deep satisfaction. It enables us to produce responsible citizens who will dig knowledge and bring change to the society. So language teaching is key to everything. In other wards language teaching gives a satisfaction when students are seen changed. To do this one has to love his teaching career and do everything possible to help students to be motivated to learn. We need to understand students cultural economic and other social problems. (Journal 4 Lines 87-96)

He also wrote about students' lack of motivation and attitude toward attending classes during certain specific school days of the weak, and the kind of belief he has about helping such students to help them stay even with their classmates who regularly attend classes. In his fifth journal he wrote:

> … I would like to suggest something regarding male students who miss classes on Wednesdays and Fridays. On these days the number of male students who attend class is very low, when compared with other schooldays. This happens because they go to nearby cattle market to earn some money by working as market brokers. As a result they miss eight school days or thirteen hours within a month. And this seriously affects their academic progress. Therefore I believe that helping such students by giving tutorials once a week can help them to feel that teachers are like their parents who try to solve problems they face in life…. (Journal five Lines 124-132).

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The teacher's beliefs and opinions about the teaching of language and the attitude toward assisting students with special needs is an evidence of critical reflectivity. However, this teacher did not (as observed in the classes he taught) and does not seem to fully apply them in future. Unless we subject our beliefs and opinions of teaching to a critical analysis and decide to accommodate learning problems of students we cannot claim we successes in our teaching performances.

### Category two: Approaches and methods

The teacher did not write much about specific approaches or methods he used in teaching different lessons, for example, reading, grammar or vocabulary. Nevertheless he was able to generally write about the approaches he employs whenever he is faces problems while teaching and measures he takes to solve them. For example, in his fifth journal he wrote, "One of the problems which I face when I teach English in grade 10 is that many students don't clearly understand instructions which are given in English. Therefore, sometimes I use Amharic as a medium to make things clear for the students (JE, ). In general the teacher's approaches to teaching language are seldom founded on knowledge and experience he gained from different sources. With regard to this, he wrote:

> The source of ideas for language teaching is my methodology of teaching For example, when I want to teach vocabulary I always try to remember the training I had when I was a student in the university. My experience also is a source of my idea. I think of the best teaching method I know and I use it again and again. So I can say that language teaching methodology courses I took and my experiences in teaching are the sources for my ideas. (TB, Journal E)

### Category three: Evaluating teaching

Although the teacher had taught several lessons over the semester, he did not write much about the successes or failures of those lessons. Instead he wrote a good deal about problems of different nature and their impacts on the teaching

and learning of English. In his first journal he wrote about the difficulties of commencing effective classes during beginning of academic semesters and problems in implementing school rules:

> The beginning of semesters is always difficult. We are now in the second week of the second semester. But the number of late comer students is large. We are always forced to teach few students who come to class on time. To solve this problem the staff and the school management discussed and set some school rules but because they are not properly implemented, students don't act *according* to the set rules. (Journal entry one, Lines 6-12)

in the second and third journals he wrote about things textbook writers have failed to consider when preparing textbooks and comments on the potential problems that can be caused by such inconsiderate attitudes of text book writers and their impacts on the teaching and learning of English. In the second journal, he wrote: I don't know how the book writers estimated the time for the reading passage which is almost two pages. They considered our students as native English language speakers. Our students are not native speakers (journal two).

And in the third journal, he continued to write not only about problems of teaching that are caused by textbook writers but also school or classroom context issues:

> In my teaching career there are contradictions which violate against my teaching endeavors. Among the contradictions which opposes my teaching of the language is that the included topics, activities, drills and others are not all applicable in the classroom for the content objective intended. …the lack of teaching aids, class size and etc. are the other real causes of contradiction in my teaching task. (journal three)

Still the teacher wrote about problems of students who regularly fail to comply with the advice he was giving them and the negative impacts of these students' behaviors on the teaching and learning processes, but also measures he took to deal with the cases. In the seventh journal he wrote: It was in grade 10H

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class that I observed some an ethical thing. Three students who always sit together don't bring their English textbooks; they don't do class work, group work; they never participate in any class room tasks. They just sit idle and they talk to each other about other issues that are not in the lessons I teach (Journal eight, Lines 132-136).

Writing about the measures he took, he said:

> ...I have taken some measures. First, I advised them to bring their textbooks and do all the activities like class works, group works, write notes, etc. But the students continued to come without their textbooks and sit idle in class. Then, I took these students to their homeroom teacher and told everything of what they did. Still the students did not show any interest in their education. Finally, I ordered them to bring their parents and the parents were surprised when they heard all information about their children's cases. As a result, the students are now doing anything I tell them to do. They have become active participants in class (Journal eight, Lines 170-179).

From the above extracts, we can see that the teacher chose to write about general teaching problems than focusing on specific problems he faced in the actual teaching of lessons of language skills and sub-skills. Hence, The teacher's infrequent use of the journals for reflection might be because he is not well aware of using teaching journals for such purposes; this might have come from lack of training in writing regular journals and contents that they should embrace.

**Category four: Self-awareness**

The teacher wrote about his perceived strengths and weaknesses both of which are not directly related to the teaching and learning of specific language skills but rather connected with his personal love and motivation he has about the profession. For example, in his eighth journal entry he wrote, "...The strength I have as a language teacher is the motivation and love upon the language to improve my language skill from different sources. Reading books, magazines,

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and newspapers and listening to English news, watching movies and others. And whenever I get the opportunity I usually speak in English" (Journal three, Lines 56-60).

When writing about his limitations, he stated, "My limitations are many. One, I can't make classes very lively. Two, it is difficult to make all students equally interested to a lesson. Three, I sometimes feel unhappy about my teaching because I feel that I do not give them as satisfactorily as I want" (JE three, Lines 51-59). In other journal entries he also wrote about contradictions in his teaching. For example, in his 3rd journal entry, he wrote,

> "In my teaching career there are contradictions which violate against my teaching endeavors. Among the contradictions which oppose my teaching of the language is that the included topics, activities, drills and others which are in the text are not all applicable in the classroom for the content objective intended. The student's poor performance or language background, the lack of teaching aids, class size and etc. are the real causes of contradiction in my teaching task (Journal three, Lines 65-72).

However, apart from stating his self-perception as a teacher the strengths and limitations he has, he did not recognize his limitations as weaknesses that need attention and setting future action goals that would help him enhance future personal professional growth and development in his career.

### Category five: question about teaching

Teacher D raised questions about his teaching of a grammar lesson. He posed three questions two of which sought reasons for the students' failure not to understand the grammar of the target language (see journal three & seven). His third question targeted at knowing how he could be of help to his students to upgrade their love for learning English and become fluent speakers of the language (journal 2).

Thus said about the analysis of what the four teachers talked about in the individual interview and wrote about in their journals, we shall now move on to findings.

## 5.4 Findings of the Analysis of Data Collected Through the Individual Interview and journal writing

### 5.4.1 Introduction

Findings are presented as answers to the three research questions posed in this study. To address these research questions, Ho and Richards (1993) works were used as a guide to categorize the topics that the teachers talked and wrote about. In order to carry out a full discussion of the findings, data collected through the individual interview and journal writing were read, reread, tabulated and given line numbers (see Appendix IX for the tabulation and coding for topics) and their frequency of occurrence of topics and place each of them under the five themes: theories and beliefs, approaches and methods, evaluating teaching, self-awareness, and question about teaching. Therefore, based on this method of analysis of the data, research question one was treated as follows:

### 5.4.2 Research question (1): What did English teachers talk about in the individual interview? What did they write about in their journals?

Before presenting the findings and carrying out discussions of results, it is important first to familiarize the reader with sample topic data that the teachers raised both in the individual interview and journal writing activities for it helps him or her to see what kind of topics were raised and how they were coded for topics. the following table shows sample topics raised by the sampled teachers:

Figure 5.1 Sample topics the teachers talked and wrote about in both the post lesson interview and journal writing.

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## 1. Theories and beliefs about language teaching

    Theories or beliefs

      -Theories and beliefs about teaching

- A belief or conviction- e.g., what constitutes good language teaching
- An experts views- e,g., referring to teacher trainers views about   creativity in teaching
- A personal opinion – e.g., expressing an opinion about the teaching of reading skills
- Justification for something- e.g., stating rational for doing something in  class


## 2.  Approaches and methods

Approaches and methods used in teaching a lesson

      - an approach or procedure- e.g., the teacher's approach in teaching grammar

     - The content of a lesson- e.g., the description of the content of grammar lesson

     - Teacher's pedagogical  knowledge : e.g.,  subject matter,  demands of class task

     - Teacher's knowledge and experience – e.g., pointing out that what one learnt  from his teaching experience

     - The learners back ground information – e.g., pointing out students don't  have  opportunity  to  practice  English  outside  of  class  with teachers

     - The school context:

       The relation between teaching and the school context- e.g., how school policies constrain or  support teaching activities

    -beyond  school  contexts,  e.g  commenting  on  the  works  of  text  book writers

## 3.Evaluating teaching

  Evaluating lessons:

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-Positive evaluation of lessons – e.g., commenting that lesson went well because students  had good class room participation

-Negative evaluation of lessons – e.g., commenting that planned lesson activities were not completed

Diagnosing problems

-Students' problems- e.g., class room behavior

-Classroom interaction problems – e.g., commenting that group discussion was not effective due to students' lack of interest

-Teacher's problems- e.g., the teacher did not finish planned lesson activities.

Solution to problems

-seeking an alternative way to presenting a lesson, e.g presenting a lesson in a different way.

-Asking solution from others


4. Self-awareness

-Perception of oneself as teacher-

their teaching style- e.g describing teaching style he/she was comfortable with

- Recognition of personal growth:

iving general comments on teacher development programs- e.g., pointing out that school-based teacher developments programmes are not effective in helping the teacher solve teaching problem

- Setting personal action plan:

E.g, planning to change the method of group arrangements.

5. Questions about teaching

Asking for advice and suggestions:

-Asking how to do things- e.g., asking how to motivate students

Questions  about what should be done- e/g., asking whether the action taken in class was right.

In  the above figure we can see examples of sample topics the teachers raised under each of the five categories of teaching and learning. In order to carry out a full discussion of the findings of both activities, therefore, we need to have summaries of coded topics and their frequency of occurrence in each activity. Following are tables that show summary of coded topic entries that the teachers' talked  about in the individual interview and wrote about in their journals and their frequency of occurrence.

**Table 5.1 Topic entries the teachers' talked about and their frequencies of occurrence**

| Category | Sub-category | Number (Total) | Teachers | | | |
|---|---|---|---|---|---|---|
| | | | TA | TB | TC | TD |
| Theories of Teaching | -a belief or conviction | 46 | 11 | 11 | 14 | 10 |
| | -an expert's view | 2 | 1 | 0 | 1 | 0 |
| | -a personal opinion | 3 — 63+15= 78 | 2 | 6 | 5 | 0 |
| | Justification for something done | 27 | 11 | 6 | 5 | 5 |
| Approaches methods | Approaches and methods | | | | | |
| | - approaches/procedures | 23 | 6 | 8 | 4 | 5 |
| | - method | 8 | 1 | 2 | 3 | 2 |
| | - content description | | 1 | 2 | 0 | 2 |
| | Teacher's knowledge | 8 | | | | |
| | -pedagogical knowledge | 4 | 2 | 0 | 1 | 1 |
| | - Knowledge and experience | 8 — 71+8= 79 | 4 | 2 | 2 | 0 |
| | - learners background Information | 15 | 5 | 5 | 4 | 1 |
| | - School context | 6 | 3 | 0 | 2 | 1 |
| | - beyond school context | 3 | 3 | 0 | 0 | 0 |
| Evaluating Teaching | Evaluating lessons | | | | | |
| | positive evaluation | 7 | 3 | 0 | 3 | 1 |
| | Negative evaluation | 9 | 2 | 4 | 2 | 1 |
| | Diagnosing Problems: | 24 | 4 | 5 | 10 | 4 |
| | Student | 5 | 2 | 1 | 1 | 1 |
| | Classroom interaction Teacher | 12 — 61+5= 66 | 4 | 1 | 2 | 4 |
| | Solution to problems: | 3 | 1 | 1 | 4 | 1 |
| | -alternative ways to | 2 | 1 | 0 | 0 | 1 |
| | Presenting a lesson | | 0 | 2 | 0 | 2 |
| | -deciding on a plan of Action | 4 | | | | |
| | -seeking solutions from others | | | | | |
| Self-awareness | perception of themselves as Teachers | 3 | 0 | 1 | 0 | 2 |
| | Recognition of | 4 — 8 | 0 | 0 | 1 | 2 |
| | personal growth | 2 | 0 | 0 | 1 | 1 |
| | Setting personal goals | | | | | |
| Questions about Teaching | Asking for reasons | 2 — 9 | 1 | 0 | 1 | 0 |
| | Asking for advice | 7 | 2 | 2 | 1 | 2 |
| | Total | 214 | 63 | 47 | 55 | 49 |

Note: see Appendix … for the tabulation and coding of topics

From the above summary table we can see that the most frequent topics that the teachers talked about are approaches and methods of teaching (68 references); theories and beliefs (63 references); evaluating teaching (59 references) followed by questions about teaching and self-awareness (9 & 8 references), respectively. With respect to the findings of what they said in relation to each category, the following general conclusion can be drawn:

**Theories/ beliefs of teaching**: The teachers were more frequently engaged in talking about language teaching and learning beliefs and experiences but Little about theory/ practice interplay.

**Approaches and methods**: The teachers talked more frequently about the methods and procedures they used in their classrooms, and less frequently about the belief systems or contextual factors which demanded these techniques and procedures. Their focus was primarily on technicalities of classroom practice and experiences. There were few references that went beyond the classroom environment.

**Evaluating teaching**: The teachers' entries in this category focused primarily on problems that arose than how problems were resolved.

**Self-awareness**: There were few references or entries related to this aspect of teaching; their perceptions as English teachers were more of general statements of their feelings and thoughts about what a teacher as a professional should do or what sort of training or exchange of experience should one get others to further enhance his/her professional career than specifically stating their strengths and weakness of teaching and recognizing personal professional growth and setting goals for future teaching actions.

**Questions about teaching**: Most of the questions they raised about the teaching of language asked for advice and suggestions than probing underlying or deeper issues why things happened the way they happened.

When we look at the individual teacher's entries, however, we find differences in the topics they talked about. Teacher A and C have more entries that are related to theories of teaching that focused on their beliefs/convictions. They often referred to their personal opinions and knowledge and experiences they got from their learning and teaching of English, and the rational for things or actions done in the classroom. They also have more entries that are related to school environment and context beyond the school. Problems that arose in teaching is another area that the teachers talked more. In addition, these teachers have raised more questions about their teaching.

Teachers B and D, on the other hand, have more entries that are related to approaches/methods and description of contents of lessons. They also have greater entries in category 4- Self-perception of themselves as teachers.

Thus said about the summary of findings of what the teachers' talked about in the individual interview, we now move to the summary findings of what the teachers wrote in their journals.

Summary of coded topics of the teachers' journal entries and their frequency of occurrence is presented below.

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Table 5.2 summary of Topic entries the teachers' wrote about and their frequencies of occurrence( Note: see Appendix XI for the tabulation and  coding of topics)

| Category | Sub-category | Number (Total) | Teacher TA | TB | TC | TD |
|---|---|---|---|---|---|---|
| 1.Theories of Teaching | A belief or conviction | 13 | 3 | 4 | 3 | 1 |
| | -an expert's view | 0 | 0 | 1 | 0 | 1 |
| | -a personal opinion | 2 | 0 | 1 | 0 | 1 |
| | theory application | 0 | 0 | 0 | 0 | 0 |
| | -contradiction b/n theory and practice | 0 | 0 | 0 | 0 | 0 |
| | Justificationfor something done | 8 | 2 | 2 | 4 | 1 |
| 2.Approaches methods | Approaches/ methods used | | | | | |
| | - approaches or procedure | 20 | 9 | 5 | 6 | 1 |
| | -  method | 2 | 0 | 0 | 0 | 1 |
| | - content description | | | | | |
| | Teacher's knowledge | 11 | 6 | 1 | 2 | 1 |
| | -pedagogical knowledge | | | | | |
| | - Knowledge/    experience | 1 | 0 | 0 | 0 | 0 |
| | - learners background | 2 | 0 | 0 | 0 | 1 |
| | Information | 3 | 0 | 0 | 0 | 0 |
| | - School context | 5 | 4 | 0 | 1 | 3 |
| | - beyond school context | 3 | 0 | 0 | 0 | 3 |
| 3.Evaluating Teaching | Evaluating lessons | | | | | |
| | positive evaluation | 12 | 4 | 2 | 2 | 1 |
| | Negative evaluation | 6 | 1 | 1 | 1 | 2 |
| | Diagnosing Problems: | | | | | |
| | -Student | 20 | 6 | 6 | 5 | 3 |
| | -Classroom interaction | 2 | 1 | 0 | 0 | 0 |
| | -Teacher | 9 | 4 | 0 | 3 | 2 |
| | Solution to problems: | | | | | |
| | -alternative ways to Presenting a lesson | 5 | 0 | 0 | 1 | 2 |
| | -deciding on a plan of Action | 1 | 0 | 0 | 0 | 1 |
| | -seeking solutions from others | 1 | 0 | 0 | 1 | 0 |
| 4.Self-awareness | Perceptionofthemselvesss Teachers | | | | | |
| | -teaching style | 7 | 5 | 0 | 2 | 1 |
| | - Recognition of | 0 | 0 | 0 | 0 | 0 |
| | -  personal growth | 0 | 0 | 0 | 0 | 0 |
| | -Setting personal goals | | | | | |
| 5 Questions about Teaching | Asking for reasons | 2 | 0 | 0 | 0 | 1 |
| | Asking for advice | 4 | 2 | 0 | 0 | 1 |

Totals (braces): 23, 47, 56, 7, 6

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As it can be seen from the above table, the teachers wrote about evaluating teaching most (56 entries), approaches and methods coming second (47 entries), theories of teaching third (23 entries), followed by self-awareness (7 entries) and of questions about teaching (6 entries). With respect to what they wrote in relation to each category, the following general conclusions can be drawn.

**Theories of teaching:** The teachers were more engaged in writing about their personal beliefs and opinions they applied in teaching than seeing the compatibility of these personal theories and opinions with classroom practice.

Approaches and Methods

The teachers described procedures and techniques they used in presenting their lessons with little or no mention of the belief systems or contextual factors that called for these techniques and procedures.

Evaluating teaching

The teachers' entries of evaluating teaching focused more on teaching problems and on evaluating their lessons while generating few solutions to these problems.

**Self-awareness:** there were few references in this category of teaching.

**Questions about teaching:** Most of their questions asked for advice or recommendation.

When we look at the individual teachers, however, we see differences in the topics they wrote about. For instance, Teacher A had many entries that were related to approaches and methods (content description). He also had more entries on students background information and wrote on how to motivate and assist students who had personal problems related to finance.

Teacher D was interested to write more on school context and contexts beyond. He also posed more questions which asked for reasons why things happened as they did, for example, asking why students fail to understand the grammar of the target language.

On the other hand, teachers B and C had more entries on approaches and methods but little on knowledge about pedagogy, students background information, school context and things beyond the school context. They were more interested to write about problems in teaching than solutions. Thus being the summary findings of both reflection activities, we now proceed to address research question two.

### 5.4.3 Research Question 2: To what extent were the teachers engaged in critical reflection?

Even though the teachers reflected on all categories of topics in both the individual interview and journal writing (as shown in Table 5.1 & 5.2 above), they gave more emphasis on describing the techniques and procedures they used and problems they faced in their teaching. As Ho & Richards (1990) explain: "The mere fact describing about teaching does not necessarily involve critical reflection, since teachers can talk and write large procedural level focusing on trivial details rather than underlying or deeper issues" (1990

A crucial question which this study sought to clarify was the degree to which the teachers reflections were critical. To this end, I again used Ho & Richards' (1993) definition of the distinction between descriptive and critical reflection as a guide for the analysis and discussion of findings.

In addition, Bartlett's (1990) definition of reflection was incorporated to help analyze the data for the critical reflection of what the teachers' talked about in the interview and what they wrote about in their journals . Bartlett views critical reflection as involving the following process:

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Becoming critical means that as teachers we have to transcend the technicalities of teaching and think beyond the need to improve our instructional techniques. This effectively means to move away from the 'how to' questions, which have a limited utilitarian value, to 'what' and 'why' questions, which regard instructional and managerial techniques not as end themselves but as a part of broader educational purposes. Hence, we need to locate to broader cultural and social context (Bartlett: 1990: 205).

Barttlet (1990) further explains the concept of reflection in five phases. The first phase of reflection, according to Barttlet, is mapping and describes what one does as a teacher. This phase corresponds to Ho and Richards (1993) level one of reflection and is similar to 'descriptive reflection', and it does not involve the teacher in critical reflection. However, Barttlet's (1990) next four phases involve the teacher in critical reflection and are consistent with Ho and Richards level two type of reflection, that is 'critical reflection'. In more detail, Bartlett's (1990) phase two, informing, is similar to evaluation. Bartllett's (1990) phase three, contesting, is a kind of self-awareness; his phase four, appraisal, is developing a personal theory, and his phase five, action, is making a plan for future teaching.

Therefore, in order to have a full presentation and discussion of findings of the teachers degree of criticality, Ho & Richards' (1993) definition of the distinction between descriptive and critical reflection were used as a guide for the analysis and discussion of findings. Below is given Ho & Richards' (1993) definition of the difference between descriptive and critical reflection:

Differences between descriptive and critical reflection

The following are categorized as primarily descriptive.

Theories of teaching

Theories and beliefs about teaching and learning

      -a belief or conviction

      -an expert's view

Applying theories to classroom practice

-how a theory was applied

    3.Approaches and methods

      -describing approaches and methods used in the classroom

      -describing the content of a lesson

    4.  Evaluating teaching

Solution to problems

       -seeking solutions from other people

     5. Question about teaching

       - asking for advice and suggestions


The following were classified as primarily critical

  1. Theories of teaching

- Theories and beliefs about teaching and learning

       -a justification for something

       -a personal opinion about their teaching

- Applying theories to classroom practice

       -contradiction between theory and practice

       -how theories changed

 2. Approaches and methods

- Teachers' knowledge:

      - pedagogical knowledge

      - knowledge and experience about teaching,

      - students background information

     - the school context

 3. Evaluating teaching

- Evaluating lesson:

    -Positive evaluation of lessons

    - negative evaluation of lessons

- Diagnosing problems

    -student's problems                                    ,

    -classroom interaction problems

    -teacher's problems

- Solution to problems

    -pointing out alternative ways to presenting a lesson

    - deciding on a plan of action

4 Self-awareness

- perception of themselves as English teachers

    -their teaching style

- Recognition of personal growth

- Setting personal goals

 5. Questions about teaching

   -asking for reasons why certain actions happened in the classroom

Based on this definition of the distinction between descriptive and critical reflection, therefore, the sample teachers' traits of critical reflections were sorted out from Tables 5.1 & 5.2 above which contain summary of coded topics given below:

Table 5.3 Summary of Traits of Critical Reflection in the Individual Interview  (derived from table 5.1)

| Category | Sub-category | Number (Total) | Number (Average) | Frequency of occurrence of critical reflection in the post Lesson interview/discussion Teacher | | | |
| --- | --- | --- | --- | --- | --- | --- | --- |
| | | | | TA | TB | TC | TD |
| Theories of Teaching | Theories/beliefs about teaching and learning<br>Justification for something done<br>a personal opinion | 15 | 3.7 | 6* | 3 | 3 | 3 |
| Approaches methods | Teachers knowledge:<br> -Pedagogical knowledge<br>- knowledge & experience<br>- learners background information<br>- School context<br>- beyond school context | 36 | 9 | 17* | 6 | 10* | 3 |
| Evaluating Teaching | Evaluating lessons<br>-positive evaluation<br>-Negative evaluation<br>Diagnosing Problems:<br>-Student<br>-Classroom interaction<br>-teacher<br>Solution to problems:<br>-alternative ways to Presenting a lesson<br>-deciding on a plan of action | 56 | 14 | 16* | 10 | 17* | 13 |
| Self-awareness | perception of themselves Teachers<br>Recognition of personal growth<br><br>Setting personal goals | 13 | 3.2 | 2 | 4* | 1 | 6* |
| Questions about Teaching | Asking for reasons | 2 | 0.5 | 1* | 0 | 1* | 0 |
| | total | 125 | | 42 | 23 | 32 | 25 |

Notes: Asterisk indicates number of comments greater than average.

From the information above we can see that the sample teachers were more critical in evaluating their teaching (56 entries), approaches and methods coming second (36 entries), followed by theories of teaching (13 entries), self-awareness (13 entries), and questions about teaching (2).

From the information in Table 5.3 we can again see that the teachers differ in their evidence of traits of reflectivity. Each of them were engaged in different levels and degrees of reflectivity. For instance, Teacher A and Teacher C show greater traits of criticality than Teachers B and D, whose post-lesson interview/discussion entries were more often descriptions of techniques and procedures (see table 5.1 for details).

As the discussion of results of the teachers degree of criticality in both modes of reflection is to be treated together later, we now continue to look at the summary of findings of degree of criticality in the journal writing. Following is a Table that shows the sampled teachers' degree of criticality in the journal writing.

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Table 5.4: Summary of Traits of Critical Reflection in the Journal Writing (derived from Table 5.2)

| Category | Sub-category | Number (total | Number (Average) | Frequency of occurrence of critical reflection in the journal writing |||| 
| | | | | TA | TB | TC | TD |
|---|---|---|---|---|---|---|---|
| Theories of teaching | -Justificationfor doing something<br>-personal opinion | 10 | 2-5 | 2 | 3* | 3* | 2 |
| Approaches & methods | -pedagogical knowledge<br>-knowledge & experience<br>-learner's background information<br>-school context<br>-Wider context | 14 | 3.5 | 6* | 0 | 1 | 7* |
| Evaluating teaching | Evaluating lessons:<br>-positive<br>-negative<br>Diagnosing problems:<br>-students<br>-classroom interaction<br>-teachers<br>Solutionto - problems:<br>-alternative ways to presenting a lesson<br>-deciding on a plan of action | 55 | 14 | 15* | 12 | 14 | 15 |
| Self-awareness | -Perception0f themselvesas teachers<br>-recongnitionof personal growth<br>-setting personal growth | 7 | 1.75 | 4* | 0 | 1* | 3 |
| Questions about teaching | Asking for reasons | 2 | 0.5 | 0 | 0 | 0 | 2* |

Notes: Asterisk indicates number of comments greater than average

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From the information in Table 5.4 we can see that the sample teachers were critical in evaluating their teaching (59 entries), approahat ches and methods (14 entries), followed by theories of teaching (10 entries), self-awareness (7 entries ), and questions about teaching (entries) .

We can also see that the sample teachers differ in their journals evidence traits of reflectivity. Each of them are seen to be engaged in different levels and degrees of reflectivity. For example, Teacher A and Teacher D had a greater traits of critical reflection in the two categories of teaching: (1) approaches and methods, and (2) self-awareness than Teacher B and Teacher C whose entries centered on description of classroom techniques and procedures, and problems encountered.(see figure 5.2 for details).

Even for teachers who are classified critical for having greater traits of reflection, however, there are individual differences. Teacher D, for example, brings knowledge and experience to the classroom and writes about issues against a broader context than simply describing classroom situations. This teacher often reflected on the rationale behind lessons, the reasons rise to specific problems and the range of solutions possible (see Table 5.2 for details).

Teacher A is reflective in a different kind of way. This teacher has similar entries of traits of critical reflection but his criticality focused more on problems (e.g student, classroom interaction)more) than solutions. In addition this teacher wrote more on his approaches and methods of teaching than trying to see their implications to students learning achievements.

 Teacher B and C though evidencing critical reflection in their writing, do so to a lesson extent than the teachers discussed above. Both tended to write more on student problems than solutions; nor did they write about their knowledge and experiences of teaching and learning.

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**5.4.4 Research Question 3:** Did the teachers' reflection develop over time they were engaged in the study activities?

This question of the development of reflective approach in teaching is thought important because some teacher educators think that regular journal writing and post-lesson interview will increase critical reflection over time. Although Ho & Richards' (1993) and Farrell (2001) studies on these topics were inconclusive, they cite their experience of using journals and interview in their TESOL in-service teacher education programme that "suggest that journal writing and interview can provide an opportunity for teachers to talk and write reflectively about their teaching think that both regular journal writing and conducting post-lesson interview are important because they can increase the teachers' reflectivity overtime" (Ho & Richards' 1993, p.20; Farrell, p. 32).

In light of the above suggestions, the third and last question which this study sought to clarify was whether regular journal writing and individual interview activities over time increased the teachers' capacity of critical reflection. I referred again Ho & Richards' (1993) traits to analyze the teachers' development of critical reflectivity overtime. The seven traits are: (1) a greater variety of types of critical reflectivity (2) being more able to come up with new understanding of theories of experts and their own (3) being able to reflect through experiences of teaching (4) being able to go beyond the classroom to the broader context (5) being more able to evaluate lessons both positively and negatively (6) being able to raise problems and give their own solutions (7) being more focused on 'why' questions of teaching than 'What' and 'How'.

Then I referred the early and later entries of the four teachers individual interviews and journal entries and compared them to see the development of the above traits. The following table shows the summary of findings.

Table 5.5 Summary of the Development of critical reflectivity in the individual
interview and Journal writing (Drawn from Tables in Appendix XIV &
XV)

| Traits of the development in the degree of critical development reflectivity | | | |
|---|---|---|---|
| TA | TB | TC | TD |
| I'view/JrEn | I'view/JrEn | I'view/JrEn | I'view/JrEn |
| greater variety of traits of critical reflection | | | |
| .. / .. | .. /.. | .. /.. | .. / .. |
| Discussing theories of expert and own | | | |
| + / .. | .. /.. | .. / .. | .. /.. |
| Being able to reflect through knowledge and experience of teaching and learning | | | |
| + / + | + / .. | + / + | .. / .. |
| Being able to go beyond the classroom to the broader context | | | |
| .+ / + | .. / .. | .. / + | .. / .. |
| Being more able to Evaluate both positively And negatively | | | |
| ../ + | + / + | + / - | ../+ |
| Being more able to solve problems by the teacher | | | |
| +/ + | .. /.. | + / .. | ../ .. |
| Being more focused on "Why" questions about Teaching | | | |
| + /- | .. /.. | + / .. | .. / .. |

Note: **+** means shows signs of development; -- means no sign of development

I'view stands for Interview; Jr stands for Journal entry

Overall, the sampled teachers development of critical reflectivity gives the impression that there seemed to be no great change in the degree of critical reflectivity over the time the teachers were engaged in the interview and journal writing activities. Thus said about the summaries of findings now we move on to the discussion of results.

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**5.5 Discussion of findings**

    **5.5.1 what did the teachers talked about in the individual interview? And what did they write in their journals?**

Globally, the results of what the teachers talked about in the individual interview and what they wrote about in their journals (as shown in Tables 5.1 & 5.2 indicate that the sampled teachers had more coded entries in the individual interview than in the journal writing. This seems logical in that the teachers were reluctant to write regular journals for they claimed that they lack time and skill to write regular journals following the guideline given to them in writing. These issues were explicitly stated in their journal entries. Teacher A, for example, feeling highly loaded with over 25 periods of teaching assignments a week, and lacking in regular journal writing practice, expressed his doubt about his full engagement in the voluntary journal writing task.

Teacher A commenced his first journal entry by writing the following:

> Dear Researcher, First of all I would like to tell you that we are not in the habit of writing journals daily or weekly. You asked us to write a journal once a week. But I don't think I can fulfill your request because of two reasons. One is I am overloaded with 25 periods a week. In this case I have to prepare my daily lesson plans, teach the lessons, mark students' home works and I participate other school meetings and frequently meet students' parents and discuss about their children's problems. So I don't think I will have time to write journals as you wanted me to write. The other reason why I said I may not fulfill your request is lack of good writing ability. I feel it is difficult for me to write about my personal thoughts. I don't have good training about journal writing; I don't have such writing practice. Sorry. But I will try my best. (JrEn 1, lines 1-12)

Like Teacher A, Teacher B expressed his doubt to writing regular journals. This, according to him, is due to lack of writing skill, and time constraints. In his first journal entry he wrote:

> ...Thank you for your guiding questions. They are good questions. I think you want to know how I teach effectively or not. I am afraid, I

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may not do the writing properly. I don't write very easily or without difficulty. There are teachers who can write a lot but I may not write like them. The other problem is I may not get time to properly answer all the questions given in the guideline. Any ways, I want you to give me feedback about my journal writing because I want to know if I have answered your questions. Your comments will be important feedback to my future journal writing skills (JrE one, Lines 1-12).

Teacher D too expressed a similar idea about the problems of writing regular journals  He wrote:

> I think it is good to write journals regularly but as you may have seen we are busy with the teaching-learning processes and other related things like marking students assignments because it is mandatory for a teacher to assess his students learning through the method of continuous assessment. Time is serious problem. As I am teaching English I should read books to improve my teaching capacity but I can't. So I can't write much about my personal development. I have also a fear about writing journals. in our school we write portfolio once in a semester, and things that we write in  this portfolio are not like the things you listed in the guideline. If I had time to write a journal I don't know how I will write it. (Journal 9).

As reported by these teachers, time was really a factor that impeded them to write and submit a full number of journals expected of them. Out of a total of 16 journals expected from each participant, they were only able to write 8 journals a piece on average. Even for writing and submitting these journals, I had to constantly remind them time and again not to forget to write and submit their weekly regular journals.

This seems to suggest that the teachers do not appear to generally see reflection through journal writing associated with their teaching as  teachers but seen as non-academic affair that is imposed from outside. Unless they see journal writing as part of their teaching activity, how then will they be able to assess their own teaching practices, and become effective teachers as they are expected to be?

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As discussed in the review literature, journal writing is seen as an opportunity for teachers to use the process to describe and explain their own teaching practices (Ho & Richards, 1993), and enjoy a variety of benefits claimed journal writing provides, like a means to identify variables that are important to individual teachers and generate questions and hypotheses, about teaching and learning processes (Zeichner, 1986; Calderhead, 1989).

The other concern of these teachers was lack of skill in writing journals. This problem was clearly manifested in the journal entries they wrote. Regardless of the orientation and the guideline provided to them before the commencement of the journal writing task, the sampled teachers wrote their journal entries in ways they felt was convenient to them (see Appendix XII for the teachers journal entries). Almost in every journal they wrote, their focus was on recounting a single event that occurred in a given class, rather than first describing objectively what happened and then write about how it happened and why it happened. In other words, the teachers did not compose their journal entries to include requisite forms of teaching actions, like what is suggested by Dawn Francis (1995): Describing (recording objectively what happened in their classes; Informing (asking what that description means to him/her); Confronting (examining how s/he became that way); Reconstructing (considering alternative views and generation of goals for future critical action), and Challenging (asking whether the new action taken was better or worse).

the findings also indicate that individuals differed in the topics they raised under each category of teaching.This again seems logical in that the sampled teachers were more interested in one category of teaching than in others perhaps because, as mentioned above, they might not have been adequately trained to reflect on all aspects of teaching. As a result, they were more interested to talk and write more about the procedures and techniques they employed rather than confronting and challenging themselves why they

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decided to act the way they did. Consequently they talked and wrote little about other equally important categories.

### 5.5.2 What was the level or degree of the teachers' reflections in each activity: descriptive or critical?

Generally, the results (as shown in Table 5.3.& Table 5.4) indicate three key issues: Firstly, The sample teachers' were more critically reflective in the individual interview than in the journal writing. With regard to this issue it seems logical because the sampled teachers had a better opportunity to reflect more on issues I raised due to the collegial relationship that I had established prior the commencement of the study. Therefore, the sampled teachers success in giving more critical reflection in the individual interview than in the journal writing seemed to rest heavily on the relationship established and on the way in which the interview event was conducted (Andrew, 1997). In other words, in the post lesson interview, I held talks with each observed teacher concerning what he had done, why he had done that, what alternative methods or procedures would he use in his future teaching practice, and a lot more questions were raised on the teachers' self-awareness. In fact, Pape and Kelly (1990) encountered a similar situation and concluded that higher levels of reflective judgment were more apparent in oral interview than in written responses.

In contrast, although the sample teachers were supplied with the journal writing guideline, they used journals infrequently for critical reflection perhaps because of time pressures, as they wrote in their journals, and as I observed the case myself.

It is also conceivable that these teachers found writing a journal was of no use to them for reflecting on their practice. As reviewed in the literature, writing by

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itself does not constitute reflection (e.g Farrell, 2001). Writing seemed to be a serious task for the teachers. It demanded the teachers to deliberate not only on what had happened in their classes but also on how to write this clearly in English. When we look at the teachers journals, we find that all their journal entries show narrations of what they did in class than how and why they did them. There is also a time lag in writing that is not a factor in talking with someone in an interview/discussion sessions. While talking, both the interviewer and interviewee can test out ideas, ask questions and get immediate feedback or response (Farrell, 2001). This was what Teacher A asked in his first journal writing. He said, " .... The other reason why I said I may not fulfill your request of journal writing is lack of good writing ability. I feel it is difficult for me to write about my personal thoughts. I don't have good training about journal writing; I don't have such writing practice. Sorry".

Secondly, the sample teachers were more critically reflective on their approaches and methods of teaching, and especially on their past language teaching and learning experiences and how they influenced their teaching style than about the underlying contextual factors that caused for their use.

When we look at the analyzed data of both classroom observations/interview and journal writing activities, we can see that the sampled teachers responses to questions in the interview and reactions to journal writing tended to show that the teachers were more critical about the approaches and methods they used, especially their personal language learning and teaching experiences and on the influence these had on their teaching practices than about the underlying contextual factors. The following representative examples show the issues at hand.

For example, Teacher A's approaches and methods that he used in the teaching of reading were all influenced not by current ideas of the teaching of

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reading but both by his past learning experiences and students' desire. He explained:

> I have good experience in this. Our English teachers were encouraging us to read paragraphs in class. Everybody was really interested to read a text loudly. We were highly motivated to do that. This activity really helped me to improve pronunciation, reading speed, and also understanding content or message of a reading passage. I am teaching reading in the same way I was taught. My students also like to do that. That's why I asked students to read a paragraph one by one (InTrL: 41-48 ).

Similarly, Teacher B's approaches and methods of teaching a reading lesson were based on lessons he learnt from his long teaching experience. He said:

> "I learned many things from my teaching experience. One good experience is about handling students' behavior. Some students come to class without their learning materials. Others, ah, come late for class. Again in class they shout; they don't show good discipline. So to solve these problems, at the beginning of the school year, I inform them what they should do when they come to the class. I seriously follow the rules and I always remind them to follow that and they do it. I have found this technique effective to control students' class room behavior. This is what I got from my teaching experience. I didn't get it from teaching experts or by reading books but through my teaching experience. That's it (LInTrL, 54-62).

From the above accounts we can see that the two teachers based their approaches and methods of teaching from their personal language teaching and learning experiences. Using or applying ones personal learning and teaching experience in teaching may not at all be bad. But when applying such things in their classrooms, the teachers needed to see the extent to which such approaches and methods of teachings contributed to the students effective learning. When the teachers were asked to reflect on the effectiveness of their personal beliefs and teaching and learning experiences to classroom teaching, they said the following: Teacher A: "Do you think the lesson was successful? Why? He reported that it was partly successful, partly not. He said, "It was

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successful to some extent, yes. This is because of the participation of active students" (InTrL: 74-75).

When he was prompted to further explain why he said to "some extent", he explained, "The loud reading was the most successful. And this was successful because those active students have done It successfully. The silent reading activity took time. Students could not finish it in time. They are slow readers. That is  why I gave some part of the  comprehension questions to be done at home (InTrL: 78-82).

Similarly, like Teacher A, Teacher B, did not claim his lesson was successful. He confessed that his lesson did not go well because he could not finish his planned lesson and majority of the students did not participate in the question-answer sessions because of the time he spent teaching pronunciation (LInTrL, 95-97).

 As the teacher has correctly put it, classroom participation was really dominated by few students who got the opportunity to try to answer questions because they were able to raise their hands faster than others. The teacher did not try to give enough space and time for other students to take part in the teacher-led activities. When he was asked why he did not offer them such opportunities, he said, "ah, all students don't have similar language base. Ah, because of this majority of them are slow readers. They don't finish exercise in time" (TLrL,92-93).

In this connection Teacher B was asked if he would suggest another alternative approach and method to presenting the lesson. He insisted that he would employ the same approach on the rational that there is no section or unit that teachers could exploit to teach pronunciation (InTrL 105-107)

Identifying problems in one's teaching is one good aspect of reflective teaching. But it further needed the teacher to find possible or alternative approaches and methods to tackle those problems so that they would not be future threats to the teaching and learning situation. In light of this, therefore, the teachers were asked to reflect on what alternative pedagogical approaches and methods of teaching they would use in future. Teacher A said,

> I don't think I can use another method. Students come without books. In this condition how can I use another method? Reading aloud is a good method because those students who don't have books can listen and answer comprehension questions. It is a good method to help students to listen if they don't have books and answer questions (InTrL, 98-103).

Teacher B too was asked if he would suggest another alternative approach and method to presenting the lesson. He insisted that he would employ the same approach on the rational that there is no section or unit that teachers could exploit to teach pronunciation (LInTrL 105-107)

The teachers inflexible approaches and methods of teaching seem to imply that they want to maintain their habitual way of teaching This, according to Dewy (1983,) is performing a 'routine actions'. – action driven by habit, tradition and institutional demands. These teachers were teaching following approaches and methods gained from their learning or teaching experiences, and also following planned curriculum set by the school. How can these teachers become effective in their teaching practices if they are not flexible in their approaches and methods of teaching? How can they be of great help to their students learning achievement? These questions can be answered by being flexible in approaches and methods of teaching. Flexibility in teaching means making changes or adjustments through observation and reflection (Gebhard, 1999; Bartlett, 1990; Richards, 1993). If these teaches commit themselves to objectively describe things they have done through observation

and reflect on their teaching, they can bring improvements to their students effective learning.

Similarly, when we look at the teachers' journals, we find more reflections about their approaches/ methods of teaching and evaluation of lessons than the underlying contextual factors of using such approaches and methods of teaching.

Teacher A broadly wrote about his lesson planning and descriptions of procedures he used in each of the lessons he taught (see Journals 2, 3, 5, 6, 7 in Appendix XI). He had classroom management problems, such as grouping students for different tasks he wanted students to do. Instead of examining his approach and technique of teaching and making changes in his approaches and methods, the teacher ascribed problems in learning to students' bad behaviors or poor language background. For example, in response, to a question 'what would you change about your approach and method of teaching (asked in the guideline), he wrote:

> ... I would not change my teaching approach unless students always bring their textbooks to class to do class activities. When the lessons are performed in each period, practice is made by asking questions, answering questions and participation in class discussions. When using this method students were organized in a group of 4 or more members to participate in every activity to be done. Here, although the method is practically applied, background knowledge of students affects the teaching-learning activity. ... Majority of the students were passive, especially female students. I always advise them to participate but they don't show interest. (Journal 2, Lines 37-49).

The teacher also wrote about importance of contents of lessons he taught, not in light of meeting learners' needs, but gave simple descriptions of contents of a lesson. For example, in his fourth journal entry, he wrote: "...the content was easy. They needed to use reason clauses. Reason clauses are introduced by

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words such as 'since, because…. But they did not use them. I don't know why they don't participate in class (Journal 2, Lines 50-53).

In his 3rd journal entry the teacher wrote that classroom interaction was between him and individual students, and did not want to allow students to interact between and among themselves because he felt that they would make too much noise in class. He wrote, " … class interaction was between the teacher and individual students. I could have used other methods in class but when I allow students to interact among themselves in the learning process, they talk all at the same time. In that case the class is disturbed (Journa 3, Lines 76-80).

Similarly, like Teacher A, Teacher B's journal entries showed that he was more interested to write about his approaches and methods of teaching and evaluation of lessons than writing about the underlying contextual factors that demanded the use of techniques and procedures he followed. The following examples show what he wrote in his journals:

As he made it clear in the post-lesson interview, the teacher's teaching philosophy was maintaining order and control in the classroom. The principle of teaching that the teacher followed was again reflected in his journal writing. For instance, in the third journal he wrote the following:…I always want students to respect rules and instructions. Teaching is about guiding or helping students to learn and to learn one must control students' class behavior. They should do what the teacher tells them to do. Good teaching and learning is made up of these things (JE 2, Lines 33-36).

In the second journal entry the teacher wrote about his personal theories of teaching: "…. Teaching is a kind of habit that you do daily. You follow your daily lesson plans and guide students through the lesson and students should

follow instructions and do things to learn something from the teacher" (Journal 4, Lines 74-76).

Still in another journal entry (on grammar teaching), he wrote: "My philosophy of teaching was reflected in the grammar lesson I taught. I always want volunteer students to answer questions I ask. Others just listen attentively to their classmate's contribution and learn from them" (Journal 5, Lines 88-91)

Relating to how he prepared his lesson plans and presented them in the classes he taught, Teacher B wrote mostly about the procedures and techniques he used in teaching reading, vocabulary, grammar and writing than about the contextual factors that necessitated their employment.  For example in his journal entry 3, he wrote:

> I prepared a grammar lesson on conditional type I. I used students' textbooks and the blackboard to teaching the lesson. My teaching techniques were giving small lecture on the probable or likely conditional structure. Using examples I tried to present the lesson and explain the two parts of type I conditional sentence. Students were grouped around a book; almost three to four students were grouped to do exercises which I gave them in class (Journal 3, Lines 44-51).

Although the journal writing guideline included questions related to other issues under approaches and methods of teaching, like pedagogical knowledge, knowledge and experience in teaching, student background information, the teacher limited himself to writing about one specific question soliciting information about grouping arrangement. For example, in response to the question 'what grouping arrangement did you use the lessons you taught? He wrote, "… Generally, I use mostly one type of group arrangement (individual work) because it helps me see what students do individually and to control their classroom behaviors (Journal 6, Lines 117-119).

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Regarding his lesson evaluation Teacher B was expected to write about the main accomplishments of lessons' he had taught, and state their relative successes or failures, and thereby diagnose any teaching or learning problems he encountered and state a plan of action to remedy them. The teacher, however, focused on students' problems. In response to some of the questions given in the guideline, Teacher B's responses looked like:

Were you able to accomplish your lesson objectives? Teacher response: Yes, students have tried to answer questions in Exercises 4 and 5 of the reading comprehension passage in Unit 2- HIV/ AIDS. Did you have any problems with the lesson? Teacher response: Yes, majority of the students did not participate in answering questions I asked in class because there were not enough textbooks for all students; they could not get opportunity to read and understand the reading passage. Which parts of the lesson were successful? Why? Teacher response: Ex. 3, or the True/False questions were successful because students didn't have to write full answer to question. Which were least successful? why? Teacher response: Ex. 4 or Wh- questions. It was about conducting an interview. Would you teach the lesson differently? Teacher response: No. I don't think so, unless students get their textbooks to class, nothing would be done. What do you think students really learnt from the lesson? Teacher response: They learnt a lot about the transmission of HIV/ AIDS (Journal six).

As the above responses to questions posed in the journal writing guideline illustrate, Teacher B was able to clearly state the success of a lesson he taught in light of the active engagement of some students in answering the teacher-led question/answer exercise. The teacher also wrote about the passivity of many of his students in taking part in the discussion held between him and the class. But he did not write about how to deal with such students' classroom interaction problems and seek solutions to overcome them.

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What can be inferred from the above teachers' teaching actions and the ways they reacted to their teaching problems seems to suggest that they lack some pedagogical knowledge of the demands of tasks in a given lesson. Some tasks may require group discussions that involve students to talk to each other and share ideas. In so doing they obviously would make noise; and that noise is unavoidable and could be accepted as allowable mistake. The teacher's fears about students making noises and disallowing them not to exploit the benefits of group discussions appears to be that he lacks pedagogical knowledge about on-task and off-task noises.

Failure to attend to and seek solutions for problems encountered is tantamount to failing to see "…reflection in teaching as a moral craft (Pratte and Rury, 1991). When seeing reflection in teaching as a moral craft, Pratte & Rury (1991) say, "Teachers should possess a capacity for self-evaluation, of deep satisfaction at something well done or remorse for something failed, shame at slovenly work, a loss of self-respect for carelessness and intellectual disposition". However, the sources for the teachers' failure not to view reflection in teaching in the manner described above may not be only teachers. Perhaps there may be other sources who could be accountable for that. For example, they might not have been adequately trained to reflect on such matters.

The third and final finding of degree of criticality is that the sample teachers differ in their interview and journal's evidence of traits of reflectivity. As it was mentioned earlier, the sampled teachers reflected almost in all five categories of teaching. But each of them differed in their degree and level of criticality. The following examples show the issue at hand:

Teacher A, for example, intensely reflected on his approaches and methods of teaching, and especially on his knowledge and experience of his past learning

and the broader context. He was deeply concerned with his students' learning style and how this and other concerns influenced his teaching style. In the teaching of reading comprehension, for example, he made students read aloud. When asked why he used this technique, he said:

> I have good experience in this. Our English teachers were encouraging us to read paragraphs in class. Everybody was really interested to read a text loudly. We were highly motivated to do that. This activity really helped me to improve pronunciation, reading speed, and also understanding content or message of a reading passage. I am teaching reading in the same way I was taught. My students also like to do that. That's why I asked students to read a paragraph one by one (InTrL 36-43).

Again, when he was teaching vocabulary he included words like boarding time, steward, and belt. When he was asked on what basis he selected those items, he said that they were all in the same semantic field. He believes that asking students to learn vocabulary items that belong to the same semantic field would help them to recall as well as use them in speech (LTrL,185-187). The concept of semantic field was introduced to him in linguistics courses he took when he was running for his first degree in English. He said, " Ah, This was after I took linguistics courses, I took in the under graduate programm. Before that I was only teaching vocabulary items given in students' books ( LTL 183-187).

He also talked about issues against a broader context than simply describing classroom techniques. In relation to this matter Teacher A said:

> The problem of the students is, ah, they don't have good language background. This is a serious case. And this can't be solved by me or another individual teacher. It needs system change. Ah, in the system an individual teacher can play a role. For example, to improve students' English background, I think it should start from the first grade. And then, ah, come up to higher levels. Special attention and value should be given to learning English. Parents should give support to their children's learning of English by

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supplying them with additional reading materials. and so on (InTrL 457-467).

This teacher often reflected on the rationale behind lessons. His reason rises to specific problems and the range of solutions possible. He said:

> The questions (pre-reading questions) are not challenging for the students. They are not related to the reading passage. For example, if you take the question- Where do you want to fly to? Why? What do you expect the students to say? One may say I want to fly to Addis Ababa. Ah,.. another may say I want to fly to Awassa. And each of them may give different reasons to flying to one particular place but not to another. These are not related to....to what is discussed in the reading passage. The reading passage is about how airplanes were invented. So, why waste time on that? Ah, after all,  it is not a must to always start a lesson with pre-reading questions given in the book. You can start a lesson with a different activity. For example, ah, you can teach students new words from the passage (InTrL 5-15).

Teacher C is reflective in a different kind of way. This teacher gave more focus to the contexts of his school and things beyond and tried to see how these context influenced his teaching techniques. For instance, in the first post-lesson interview/discussion the teacher was asked the extent to which the school curriculum gives him the opportunity to be creative and resourceful, He said,

> No problem, I am teaching the same material other teachers use. There is nothing that restricts you not to be creative or resourceful. In fact, formally or informally we discuss about lesson presentations, and my colleagues always say that we should not be rigid in our approaches. And. and I have found their suggestions useful. So whenever, I want to make changes I do (40-45).

In the third post-lesson interview, the teacher was asked to say something about why he chose his own topic for a spoken class (advantages of cost sharing in higher institutions), which was rather difficult for the students to express their ideas orally. He said, "There are no books in the library that help

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us to develop our method of   teaching. That is why I used my own topic (InTrL 453-454).

Teachers B and D, though still evidencing critical reflection in their post-lesson interview entries, did so to a lesser extent than the teachers discussed above. Teacher B's entries tend to explore students' problems (see Table 5.1), he encountered but did not tell what solutions he took to alleviate them.

 Teacher D was critically reflective in a different kind of way. He critically examined problems he encountered and generated few solutions to them. For example,  In the second journal he wrote, "I prepared to teach reading comprehension. The topic of the passage was 'An Earthquake Report about Chile. The first task was skimming. Students had to read quickly and report the main ideas to their partner. But the students could not do it because the time given in textbook for the activity was only five minutes. …. I made small change about the time and I gave them ten minutes…" In journal seven he wrote,

> Today's lesson was on conditionals. When teaching conditional type I, I used explanation method. I also tried to give them examples about how advertisers use this type of conditional for different purposes. But some students could not understand the lesson. Therefore, I decided to change my method of teaching . I selected ten students who are fast learners and assigned them to help those students who had understanding problems. Next day when I checked their understanding of the concept of conditional type one, I confirmed that they really understood it …

Generally, when we look at  the teachers degree of criticality in both modes of reflection activities (interview/ discussion and journal writing), we find that they tended to say and write more on the 'how' issues (process) than about 'why' (reason) they used one mode of approach and method of teaching but not another, and see the resultant effects of these approaches and methods of teaching in light of students' learning achievement.  Focusing, on one
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approach/method of teaching, and evaluating  lessons as positive and/ or negative may not help them to be effective in their teaching practices. They needed to critically examine their teaching performance in relation to   the beliefs they hold and ask more questions about their teaching and be  informed about their work and raise their self-awareness to evaluate their performance and look for their personal growth  through observation and reflection.

### 5.5.3 Did the teachers' reflection ability develop over the span of the study)?

Overall, the sampled teachers development of critical reflectivity gives the impression that there seemed to be no great change in the degree of critical reflectivity over the time the teachers were engaged in the interview and journal writing activities (see Table 5.5 above).

Only teacher A tended to change his degree of reflectivity in both modes of reflection activities. He became more critically reflective during the later interview sessions and began to evaluate his teaching more positively.  For example, in the second post-lesson interview Teacher A said that he changed his theoretical approach to the teaching of grammar to one that is practical. He said,

I was teaching grammar in a theoretical way. Nowadays I check if the grammar item I am going to teach is based on the reading passage. If it is based on the reading passage, I try to encourage students, ah, read the passage again and find verb forms used in it. I also use activities given in the book. Today, I started the grammar lesson with the first activity. I did not tell them about forms of verbs they were going to learn. I just asked them to do one activity after another so that they can learn more about the grammar item by themselves (LTr Lines, 353-359).

Also in the third post-lesson interview/ discussion session he said, "... I am trying to develop a new teaching method because I don't want to continue the same old method of teaching" (LTrL, 467-469). So Teacher A was beginning to open up a little and critically reflect on himself as a teacher. He was also at the stage of reflecting more critically by going beyond the classroom environment that involves technicalities of teaching aspects to the broader context. For example, in the third post-lesson interview he said,

> ....in the other sections that I teach, I don't see such moral and interest of students to do class activities. The problem of the students is they don't have good language background. This is a serious case. And this can't be solved only by me or another individual teacher. It needs system change. Ah, in the system an individual teacher can play a role. For example, to improve students' English background, I think it should start from the first grade. .... Special attention and value should be given to learning English. Parents should give support to their children's learning of English by supplying them with additional reading materials and encourage them to speak English by avoiding shyness and so on (LTrL, 456-467 )

In the final journal entry too, Teacher A expressed his views about teaching in the following manner:

> Before I graduated for the teaching profession I was thinking that teaching would be simple. Now I have come to understand that my thoughts and expectations were not correct. Now I understand that students and schools are just unpredictable. One can predict about what he or she knows would happen because they have past experience. But you cannot correctly guess what will happen in new environments. Students and schools may bring new and an expected challenge. At that moment you need to think and think many times. Now I have learnt a lot about how I should treat new challenges because of my teaching experiences. I should try to see students' problems from different angles by discussing issues with concerned bodies (JE Nine).

Teacher C, although considered critically reflective in the post-lesson interview session, was mostly critically reflective during the beginning and generally used

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the same approach in his reflective thinking throughout the post-lesson interview sessions. Teacher B's and D's later interview/discussion sessions and journal entries showed a slight but no clear developments of traits of reflectivity (see for details in Appendix XIV and XV).

The reason for the sample teachers' lack of development of critical reflectivity over the time of their engagements in both  activities could be related to the teachers' shortfall in seeing their work on a cyclical basis. In other words they could not see their past teaching actions in a hindsight and examine things that went well or otherwise and make informed decisions in the teaching and learning of English.

The above reporting of the findings of the individual interview/discussion and journal writing was my version of what happened in the post-lesson interview sessions and the journal writing engagements. The following discussion is a report of what the teachers' wrote in a questionnaire designed to collect their reactions about their experiences of the interviews held with me, and the journal writing tasks they carried out.

## 5.6 Research participants' reaction to the classroom observations and post-lesson individual interview, and journal writing experiences.

The teachers were asked to (1) describe whether they had taken the processes involved in the individual interview and regular journal writing activities so seriously, and (2) describe values they got out of the processes.

### 5.6.1 Descriptions of whether the processes involved were seriously taken or not.

The teachers wrote about their impressions on the process of classroom observations, post-lesson interview and discussions held with me (the researcher), and the journal writing task. Research participant teachers expressed that they did take the process of classroom observation, post-lesson

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interview and discussion sessions so seriously for they found it important and relevant to their teaching routines. Individually, Teacher A wrote that,

> At the beginning I did not think that the interview meeting would take longer time. You asked me many questions. It was stressful. I was really worried and disturbed. I did not have such experiences of interviews and discussions with an observer. But the interview discussions were great. The journal writing, on the other hand, was another thing that made me busy. This was the first time I had written so regularly. I know I did not write much about the questions given in the guideline. I don't know why (Questionnaire Response Line …

Teacher B wrote: "I took the interview and discussions as a process seriously. I was answering your questions. I feel that the discussion time was long. I had to listen to your questions and give answers by remembering things done in the classrooms. The process was interesting (Questionnaire Response Line….)

However, his engagements in the interview/discussions, although interesting, were not without some confusion. He wrote, "This was somewhat difficult. How can one observe so many things that happened in the classroom and enter into discussions?"( Appendix XIII, Questionnaire Response, P.420).

Regarding the journal writing Teacher B wrote that he did not take the task so seriously. He said, "In the journal writing I was not serious. I did not take the writing as a process. I tried to write about what I completed in class". He wrote,

> Truly speaking all the interview questions were relevant. The interview questions were detailed, and related to what you observed in the lessons I had taught. But because I was not used to such long interview sessions, I felt it was hard to tolerate. The journal writing task was difficult for me. We don't write journals always. We are asked to prepare portfolio once in a semester as compulsory thing. I don't understand why I should write journals regularly. What is the purpose of writing journal always? So because of this I did not take it as a process (Appendix XII: Questionnaire Response, P.422).

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## 5.6.2 Description of values they got out of the processes

To the question How would you describe the value of the processes you described? Teacher A wrote,

> The process of the interview/discussion, although, ah, time consuming, was very important because it, ah, showed me what to ask and how to ask after class observations. Generally, the process of the interview sessions was valuable because it helped me to see my work from different angles. Regarding the journal writing I could not easily see the value. I answered some questions of the journal writing guideline. No one is there, I mean in my school. who gives us comments of our work. I should get feedback. Otherwise how will I know what I wrote was useful or not useful for my teaching practice.(Questionnaire Response Line...)

Teacher B wrote:

> I think participating in the interview discussions of the teaching learning process is very important. The interview questions and discussions exposed me for many things. I can improve my teaching experiences by discussing important things related to my method of teachings and ah,students learning habit with someone who is in the teaching profession. About the value of the process of writing journals, umm, I can't say much because I don't have practice or experience in writing regular journals. I think this requires guidance from other experienced journal writers.(Questionnaire Response Line...)

Likewise Teacher C wrote that:

> I think the interviews and discussions I had with you helped me to see myself in a mirror. They helped me to look back at my past teaching experiences, and, ah and find out my strong and weak points. But we don't exercise such interviews and discussions in our peer-observation that we do in our school. We complete evaluation form given by the office and we give it back to the same office. There is nothing that I learn from what a colleague had observed in my class. is I wish I have such friendly discussions with a colleague. (see Teacher C's responses, Appendix).

From the above representative sample quotes of the teachers responses to the questionnaire, we can see that there is strong similarity between what the

study found out and what the sampled teachers witnessed in their response to the questions raised that relate to their experiences of using the reflective tools to enhance their teaching practices, i.e., the teachers seem to lack some factors that contribute to the exercise and development of critical reflection.

# Chapter 6 Summary, Conclusion and Recommendation

## 6.1 Summary

As it was noted in the background of the study, the Ministry of Education has set competency standards that Post-TESO English degree graduates should work toward meeting the following standards:

**Facilitating student learning**- Creating a positive environment, managing learners' behaviors, establishing ground rules, linking prior knowledge to learning;

**Assessment**- Using variety of assessment methods, monitoring progress;

**Reflective practitioner**-Reflecting critically on his/her own practice to improve the quality of teaching and learning, conducting action research to improve learning, encouraging students to become reflective learners;

**Teaching methodologies**- Using a wide variety of teaching strategies to include all students in learning, using any resource available to enhance formal and informal language acquisition, valuing diversity and including all students in the learning process; and,

**Professional ethics**- Operating from an ethical position. ( MoE 2003, p, 3-6)

One of the standards which this study considered important and wanted to research on was ' Reflective practitioner', an umbrella term that helps teachers to self-assess their own work and see the extent to which their approaches and methods facilitated their teaching and students learning, and monitoring their progress.

The teacher who is supposed to be a reflective practitioner concerns himself/herself with a three-stage reflective action (Bartlett, 1990). The first is considering the teaching event itself. If a teacher wishes to critically reflect on his or her own action, s/he has to start from an actual teaching episode, such as a lesson. It is by being in this situation that the teacher is expected to start

the process of critical reflection. In the next stage the teacher examines his/her past teaching experience by narrating what happened without giving any explanation or evaluation. This he can do using different procedures such as written descriptions of a lesson, a video or audio recording of the lesson, or the use of check lists or coding systems to capture the details of the lesson.

Following the objective description of the event, the teacher as a reflective practitioner returns to the event and makes a review and response to it. It is at this stage that the teacher goes deeper to critically see his or her work by raising pertinent questions about teaching and learning processes. By implication these stages help the teacher to see in a hind-sight things done in the classroom regarding the facilitation of students' learning, the use of different assessment methods, and approaches and methods of teaching and whether s/he acted in an ethical way or not. Therefore, the teacher's descriptive, analytical, and evaluative competences help him/her to critically consider the other standards stated above.

As the objective of this study was exploring secondary school English teachers' reflective teaching practices, a qualitative case study method was adopted because "…it allows qualitative researchers to carry out an in-depth study of a phenomenon, which they select regardless of the number of sites, participants or documents for the study" (Glatthorn and Joyner, 2005). Therefore, in order to make an in-depth study of Post-TESO secondary school teachers' reflections on their teaching practices, and professional development endeavors, six teachers were selected from Fassilo General Secondary School, Bahir-Dar, using the method of purposive sampling that encompasses 'Homogenous' and 'typical sampling' strategies suggested by (Dornyei, 2007). But because two of them withdrew due to health and other personal problems, the study continued with the remaining four teachers who were asked to reflect on their teaching practice using methods proposed by proponents of reflective teachin.

One method used was classroom observation followed by post-lesson individual interview. The objective of conducting classroom observation was to describe the sample teachers' classroom teaching activities in a non-judgmental way (Fansslow, 1987; Richards & Lockhart,1993), and utilize the objectively described classroom observation data for the subsequent post-lesson interview carried out. Journal writing was the other method of data collection instrument used in the study because it was seen as "…an opportunity for teachers to use the process to describe and explore their own teaching practices" (Ho and Richards' 1993).

Two weeks after the required data from classroom observation/post-lesson individual interview and journal writing activities was completed, an open-ended questionnaire was distributed to the sample teachers to gather information regarding their reactions (as research participants) about the processes involved in the post-lesson interview and journal writing activities, and values they think they have gained from their engagements in these reflective activities.

After having done all this, data was coded and analyzed using five themes or categories of teaching identified by Ho & Richards' (1993) from a similar study they conducted in their in-service TESOL teacher education programme. These are:
- Theories of teaching;
- Approaches and methods;
- Evaluation of lessons;
- Self-awareness as language teachers; and
- Questions about their teaching

As findings of the study were presented as answers to the three research questions, summary of the results of the analysis of data from both the

individual interview and journal writing starts from the first research question: What did English teachers talk about in the individual interview? What did they write about in their journals?

 The results of **Research Question 1** revealed that the sampled teachers had more coded entries in the individual interview than in the journal writing. Following is the summary of the finding.

6.1 Summary of coded topics in the individual interview and journal writing
    (summarized from Tables 5.1 & 5.2)

| category | Interview coded topics | Journal writing Coded topics | |
|---|---|---|---|
| Theory of teaching | 63 | 23 | |
| Approaches and methods | 68 | 47 | |
| Evaluating teaching | 59 | 56 | |
| Self-awareness | 9 | 7 | |
| Questions about teaching | 8 | 6 | |

This seems logical in that the teachers were reluctant to write regular journals for they claimed that they lack time and skill to write regular journals. These issues were explicitly stated in their journal entries.

The findings of **Research Question 1** also indicated that individuals differed in the topics they raised under each category of teaching. This again seems logical in that the sampled teachers were more interested in one category of teaching than in others perhaps because, as mentioned above, they might not have been adequately exposed and/or trained to reflect on all aspects of teaching. As the

result, they were more interested to talk and write more on approaches and methods of teaching and little or nothing in other categories.

Like in the findings of the first research question, the results of the second research question, **To what extent were the teachers reflections in the individual interview and journal writing critical?,** showed that the sample teachers were more critically reflective in the individual interview than in the journal writing. The following summary table shows the case:

6.2 Summary of coded topics of critical reflectivity in the individual interview and journal writing ( summarized from Table 5.3.& Table 5.4).

| category | Interview<br>coded topics | Journal writing<br>Coded topics | |
|---|---|---|---|
| Theory of teaching | 15 | 10 | |
| Approaches and methods | 36 | 14 | |
| Evaluating teaching | 56 | 55 | |
| Self-awareness | 13 | 7 | |
| Questions about teaching | 2 | 1 | |

Also, the second research question, as in the findings of the first research question, showed a similar trend of reflection that the sample teachers had. In other words, they gave more critical comments on their approaches and methods of teaching, and on evaluating their lessons. They intensely reflected on their past language teaching and learning experiences and how they influenced their teaching style than about the underlying contextual factors that caused for their use. In addition, the findings of Research Question 2

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showed that the teachers were more interested to be critical in describing problems than solutions.

Generally, the findings of **Research Question 3** gives the impression that there seemed to be no great change in the degree of critical reflectivity over the time the teachers were engaged in the interview and journal writing activities. Taking all these together, the following conclusions can be drawn.

## 6.2 Conclusions

The sampled teachers managed to make a good start in their reflections even though these reflections were mostly at a descriptive level focusing on two categories of teaching (approaches and methods, and evaluating lessens), which indeed is "... a necessary prerequisite for a deeper reflective experience" (Farrell, 2001). In other words, the sampled teachers' competence in class room inquiry did not transcend the first classroom inquiry competence (empirical competence) identified by (Pollard and Triggs, 1997). Even here the teachers' skill in describing class room inquiry was only limited to telling more about the ways and techniques they employed and problems they faced while teaching than investigating the underlying issues that made them use, for example, one mode of teaching a lesson. Focusing only on describing procedures and problems faced may not help them to facilitate students' learning and evaluating methods of assessment they used to monitor progress.

The teachers infrequently used the journal writing activity as a tool for reflection on their own teaching. The teachers claims about not having enough time and skill to reflect on their own teaching suggest that they are not well aware of the potential benefits that journal writing provides for reflective teaching.

Journal writing gives teachers the opportunity 'to learn, observe, explore, and become more self-aware of their teaching. By implication, effective teaching requires teachers to cyclically make reflection on their own teaching to help them enhance their personal and profession development. This attitude towards teaching is characteristic feature of reflective teaching because it makes them become 'open-minded, intellectually responsible and whole-hearted' (Dewey,1933) in their teaching and decision making. These can be undertaken by self-/peer- observation. In such a situation a teacher can observe things s/he has done by recording teaching events using a recording machine, or conducting peer observations whereby the observed event is then objectively described, analyzed and critically evaluated for better understanding of actions done and make plans for future activities.

The teachers showed individual differences in their level and degree of criticality. For example. Teacher A and Teacher C showed greater traits of criticality than Teachers B and D. This might have come either from each teachers' commitment to seeing things in depth or from background teaching experiences, or both.

The teachers' critical reflection did not seem to develop over time. This might have resulted from lack of doing reflection in a cyclical way. This in turn might be a result of the teachers lack of awareness of the benefits of regular reflection on own teaching.

## 6.3 Recommendations

From the above discussion of the findings of the teachers reflections and the conclusions reached, it seems reasonable to suggest that teachers be given three different yet related teacher reflection development opportunities. These are: (1) Make preparations for two different kinds of time, (2) Create an atmosphere of critical friendship, and (3) Provide training.

For English teachers to be able to critically reflect on their work time is an important factor that must be taken into account. This study recommends two different types of time (individual time and time it takes to develop) be included in any model of professional self-development schemes provided by EFL teacher education institutions and school-based initiatives.

## 1a. Individual Time

As the sample teachers and the researcher observed, teachers were very busy with their daily teaching routines and other related tasks. Therefore, the amount of time any one teacher is willing to invest in his/her professional self-development will obviously vary. Hence, a certain level of commitment by each participant should be negotiated before peer observation and post-lesson interview are carried out.

The experience gained in this study could be of some help. In this study, the post-lesson interview/discussion sessions were estimated to last for fifteen minutes. But they lasted for thirty or more minutes. This, in fact, had both positive and negative implications; it gave more opportunities for both the researcher and research participants to take time to collect and provide relevant information or data. It also was stressful as the interview/discussion time progressed. For example, Teacher A wrote that "At the beginning I did not think that the interview meeting would take longer time. You asked me many questions. It was stressful. I was really worried and disturbed. I did not have such experiences of interviews and discussions with an observer". This implies that classroom observation/post-lesson interview activity can be a sensitive issue. Therefore, a discussion of how this can be incorporated into a reflective experience should be negotiated by each individual.

### 1b. Time for Development

Another aspect of time that is important for teacher self-development is the time it takes individual teachers to develop over time. Golby & Appleby (1995) observe that " ...teachers do not readily confront their problems with a reflective approach" (p, 158). In the early periods of this study, the sampled teachers were observed giving more focus to their approaches and methods of teaching, and evaluating teaching problems than looking for their underlying contextual factors that caused them happen the way they did. In latter individual interview/discussion sessions and journal writing tasks they were able to show some degree of critical reflectivity, for example, by trying to solve classroom problems on their own (see Table 5.4 above).

Regarding this matter, this is what Teacher B wrote, ".... We are only expected to complete classroom observation forms and portfolio preparation obligations and submit them to the school directors and stop doing anything after that. How can I improve my reflection skills in such short time? This should be given attention (Teacher B Questionnaire Response Line ...).

What is implied in the teacher's statement is that there should be time to familiarize oneself with something new experience and get it developed through time.

### 2. Provide training

The previous two suggestions focus on individual teacher's commitment to invest time and effort on the development of reflective teaching. This study again suggests that these commitments and efforts of the individual teacher should be complemented by some form of training so that English teachers can develop the skill of critical reflection.

As mentioned above, classroom observation could be carried out individually (as in self-observation) and/or pairs (as in critical friendships). Also teachers
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can individually prepare portfolios and exchange them for a critical written feedback that can be complemented by pair or small group discussions. In either case teachers may require special training in individual/pair classroom observation/discussion, and journal writing/giving feedback before they are required to start do the task of reflection on their own teaching. This training could take different personal and professional development forms. Teachers could be given models of effective classroom observation and journal writing and be asked to follow these models. For instance, they can be given a five stage model of Dawn Francis (1995 cited above) to help them exercise ways of developing critical reflection. In other words, classroom observation, post-lesson interview and journal writing should focus on teachers' learning about different issues in teaching. For example, English teachers could be asked first to objectively describe (non-judgmentally) what they did in their classrooms. Second, they could be told to ask themselves to search for patterns or principles underlying the described practices. Third, they can be told to examine the broad historical, social and cultural context that made them act in the way they acted. This would help them confront how they became that way. Then, they can be challenged to consider alternative views and generation of goals for future critical actions. They should also be encouraged to challenge themselves or reinforce their belief that reflection should lead to 'new action' which is better informed than that which occurred before the reflection.

### 3. Create an atmosphere of critical friendship

Again, for practicing teachers to able to reflect on their work, teachers' collaboration must be encouraged. Apart from the formal school-based peer-observation and portfolio writing activities undertaken in their school, teachers should be encouraged to more frequently work in pairs or small groups and to think of themselves as "critical friends". The intent here is to establish appreciation of the value of open dialogue grounded in observation and experience, along with the habit of engaging colleagues in systematic reflection

for the purpose of personally directed professional development (Dawn Francis. 1995, cited in the review of literature).

If peer-observation/discussion and regular journal writing are to serve the purpose of systematic reflection, teachers should be encouraged to go beyond descriptions of classroom teaching techniques to identifying their language teaching and learning beliefs and openly discuss how their personal beliefs and established theories conform or contradict in the actual classroom teaching experiences; this progressively can help them to be open to discuss on broader issues. Dawn Francis (1995 cited earlier) points out that "teachers need to develop the attitude, skills, and confidence to frame their own agendas, use their puzzlement to drive useful inquiry, and to influence policy and educational thinking beyond the classroom context" (p, 229). By and large these experiences can narrow the gap that this study has found out. Teachers can learn from each other and make changes and improvements to their own teaching activities.

## 4. Further studies

Finally, I suggest other similar studies be conducted at a larger scale to see the extent to which English teachers are teaching in a reflective way and make generalization.

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**Appendix I: Transcripts of lesson observations (pilot study)**

Transcription convention:

Tad stands for Taddese

TA stands for Teacher A

TB stands for Teacher B

LO stands for Lesson Observation

LTrL stands for Lesson Transcription Line


Teacher A: Lesson observation one: Arranging jumbled sentences


Teacher greets students. before starting the new lesson Teacher 1 begins the day's lesson by asking students to tell him what they learnt in their previous English lesson.

      TA (Teacher A): good morning students

      S (students): Good morning teacher

      TA before I start the new lesson I want you to tell me what you studied

       last time, O.k. Kemal tell us what you studied last time?

      S: we studied about the reading passage, ah, ' The case of the stolen

      Ring'

      TA: yes. you are right. Now I will group you into nine groups. Then you will

       select group secretaries who will report about their groups' results. You

       will be 'Group A' pointing to a  group of students setting crouded: you

       'Group B':  you Group C': 'Group D', 'Group E', 'Group F', 'G', 'H'

      , 'I', and you ' Group J', O.k? now decide who will be your group

       secretary? I give you two minutes.O.K? … now in your groups you

     are going to discuss about the correct arrangement of sentences.

      all the sentences are about the correct arrangement of sentences.

      all the sentences are about ' The Case of the Stolen Ring'O.K.

      discuss, ah, I give you 5 minutes, O.K? now group secretaries

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come one by one and write on the blackboard your groups answer. Group A secretary, come and write the correct order of the sentences you have discussed in you group?

GA (Secretary Group A) (writes letters of the order of sentences his group members have agree- . 2, 4,1,5,3

TA: Group B secretary?

Group B;  wrote 2, 4, 3,  5, 1 as answers to the order of sentences

TA: O. K. Group C?

Group C:  wrote 2,4,1,5,3

TA: Next group?

Group D: wrote 1,2,5,4,3

TA: O. K. next group?

GE: 34153

TA: o.k. next group?

GF: 2,4,1,5,3

TA: O. K. next group?

GG: 1,3,2,5,4

TA: O.K. next group?

GROUP H: 1,3,2,4,5

TA: O.K. next group?

Group I: 3,4,1,5,3

TA: your group discussion work is good. now, students,  whose group answer is correct?

S (student): Group A and B

TA: O.K. another?

S: Group G

TA: O. K. another another?

S: Group A, C

TA: your class participation is good. but the correct order of the sentences is given by Groups A, C, and F. Now I want you to write

the paragraph in your exercise books. I will give you 5
minutes....O. K. now who will read to the class the paragraph?

S: Read.

TA: class participation is good. now I want you to do the
vocabulary exercises in at home.

            ----- class end---

Teacher A: Lesson observation two (Pilot)

The class is noisy. Students seating arrangement is not orderly. There is scarcity of textbooks. students move from desk to desk in search of English text book. Teacher starts class by asking students to keep silent.

TA: Good morning students. please, keep quiet; remember you are in
 class who can tell me what you learnt in the previous class?

S: we learned about simple present tense and simple present tense, and
 simple present continuous tense.

TA:  v. good. who can give an example for the simple present tens? .. O.K.
 You (pointing to a student).

S: simple present tense is, ah, about a verb that we use at the time of
speaking.

TA: very good. what about simple present continous tense?

S: it is verb that shows action foing from present  now.

TA: good. now you are going to study about correlative conjunctions.
 Do you know correlative conjunction? Can you tell me the
 correlative conjunctions?

S: Either...or

Yes. another?

S: neither... nor.

TA: good. another ?

S: not only... but also

TA: very good.

'Either... or' shows alternative; one thing or another thing.

'Neither... nor' indicates negative grammatical meaning which connects two people, things, both of which are excluded.

'Not only.... but also' is a conjunction that connects two or more things, people or situations e.g, it was not only Abebe but also Aster did not bring their English text book. students do your understand? Now do the next activity. Join the sentences using the correlative conjunction. First individually then in a group ...O.K? don't make shout; I want you to listen to me. I want you to answer questions individually. O.K. Nahom, answer question 1?

S: either the tables or the chairs must be taken out.

Excellent. Next question.. ah, Kemal?

S: neither the guards not the cleaners were present.

TA: I don't see female students participation. It is here in the classroom that you can practice how to improve English. O. k. now who can tell me what you learnt today?

S: we learnt about correlative conjuction –eithe ... or, neither .. nor and not only ... but also.

TA: this is good. you should use these correltive conjunction in your daily communication in English. Next class we will continue with another grammar item.

<div align="center">… class ended…</div>

Teacher B (Pilot study)

Lesson observation one: teaching vocabulary

From my field note:

Too much noise in the corridor. Students are not settled yet. Teacher comes and asks students to take their seats and start class. .... Writes the following words on the board for the students to find their meanings in a dictionary.

Serogroup

Heterosexual

serotype,

 carriers,

contract and routes


Teacher B (TB): please sit down! We are going to start class. Don't shoot! O.k. ? today's lesson is about vocabulary. It is section two. Have done the  home work?

Ss: yes

TB: good. discuss in  groups your answers of the matching exercise. Ah, I  think, you what a synonym is.  What is a synonym? O.k., Belachew!

S (student): words which have similar meanings

TB: very good! what about clue words?

S: words which help to guess the meaning of new word

TB: very good. now, match words on the left column with their  meanings on  the right column, o. K. now discuss in groups. Five  minutes is given for the group discussion..... O.K. have you  finished? Ah, answer questions by raising hands. What is the  similar meaning for 'diagnosis?

 S: I. the result of medical examination.

TB. Correct. who can give the answer for number2? I mean, whatis 'sero'? misrak!

S: sero is something positive or negative.

TB: your answer is not the list given in the right column. Who can answer this question? O. K, kedir-

S: blood

TB: correct. question number 3, who can try question number 3?

S: homosexual means people who have sexual partners of the same sex.

TB: correct. Question number 4, who can try?

S: Risk is danger

TB: correct. what about question number 5, abstain? Abebech

S: abstain means avoid, stop, or refrain from

TB: very good correct answer. Question number 6, 'isolate'? O.k. You

S: ' agents, containers, …..

Ss: teacher, teacher,…(raising their hands)

TB: you (pointing to a student

S: discriminate, exclude from a common ritht or interest

TB: good. next question? The next word- transmitted?

S: transmitted means, ah, get something, catch a disease.

TB. Is the answer correct?

Ss: No, no teacher…. no…

TB: who can answer it?

S: passed or was passed on to another person or animal

TB: very good. now I want you to discuss in groups Exercise 2. I am going to write the words you are going to find their meanings in a dictionary. Have you brought dictionaries? I told you to bring dictionaries. Those of you who have brought dictionaries raise your hands? … only four students? what about the rest of you? I told you all to bring… ah, I don't want you to be like that. You are here to learn. and if you really want to learn, you should do what I tell you to do, O.k?

Ss: Ssssss (hissing sound)

TB: silence! Do the next activity. Join your friends and find meanings of words I write on the blackboard. Some of the words

the teacher wrote on chalk board are: serogroup, serotype,
heterosexual, carriers, contract and routes. Take ten minutes.

….(after the ten minutes) have you finished?

Ss: No, teacher

T2: O.K. we don't have time. Do this exercise and the next at home
and come ready for discussion.

-Class end-

Appendix II: Guideline for the post-lesson individual interview (pilot study)

Table 1

What were your essential strengths of the lesson you taught?

What, if anything, would you change about the lesson?

Do you, think, the lesson was successful? why?

Which conditions were important for the outcome?

What, if any, unanticipated learning outcome resulted from the lesson?

Can you think of another way you might have taught the lesson?

Can you think of other pedagogical approachesto teaching the lesson that might improve the learning process?

Do you thing the content covered was important to students? Why?

Did any moral or ethical concerns occur as a result of the lesson?

(adapted from Pultorak's Reflective analysis Interview Questions, 1993)

Appendix III: Transcripts of Post –lesson interview (Pilot study)

Transcription convention

Tad stands for Taddese,

TA stands for Teacher A

TB stands for Teacher B

InTrL stands for Interview Transcript line

Teacher A (TA):

Interview Transcript 1-Teaching reading (Arranging jumbled sentences)

1.Tad: thank you for coming to the post-lesson interview. Before

2.I start the interview questions, let's listen to the beginning

3.Part of the lesson on 'arranging jumbled sentences'. _____

4.(tape on). Ok. this is it ------- (tape off). Can you tell me what you intended to do today in 9E class?

5.TA: I planned to make students discuss on how they have arranged the

6.jumbled sentences and give correct answers.

7.Tad: you asked the students to group themselves and start

8.the discussion. What was the group arrangement you planned to form?

9.TA: I just wanted the students to make their own groups, and

10.discuss on the correct arrangement.

11. Tad: what mechnism did you use to check whether individuals

12. were activley contributing to the groups task?

13. eh, I don't think this is easy. But students help each other.

14. in this way you can ecourage weaker students to benefit

15. clever students.

16. Tad: What do you think are essential strengths of the lesson

17. you taught today?

18. TA: Thank you. For me, good learning of students is when

19. students have interest to learn. Motivating individuals and

20. groups to discuss about activities is good. Doing like that
21. motivates students to learn actively. Student-centered
22. method is what I have used. This is the strong part of the
23. lesson.
24. Tad: Do you think the lesson was successful? Why?
25. TA: Yes. Um… it was successful because students discussed
26. in group, and they have written answers on the
27. blackboard.
28. Tad: Which conditions were important to the success of the
    lesson?
29. TA: I always prepare daily lesson plan. I follow that plan.
30. This is one. The other is many students do their
31. homework, but not all of them, there are students
32. who have no good learning background. They need
33. school support like organizing tutorial classes.
34. Tad: If you get another opportunity to teach this lesson,
35. will you use the same method and procedure you have
36. used today? If so why?
37. TA: The method and techniques I have used today to
38. teach the lessons needed students to share ideas and it
39. was effective, because students have done group work.
40. In the class is very active, you can also use other
41. technique such as role play.
42. Tad: Do you think the content that you covered
43. isimportant to students?
44. TA: Yes. For example, arranging sentences helps
45. students to develop their skill in understanding what
46. they read,
47. Tad: Did any moral or ethical problems happen while
48. teaching the lesson?

49. TA: I don't think, but one late comer student was sent

50. back as you have seen. I don't tolerate bad behaviour

51. like this. What do you advise me regarding this?

52. Tad: perhaps you could talk to the student why he or

53 she comes late and then discuss problems that they

54. raise. This may create a good working relationship

55. with your students. Any way thank you very much for

56. the interview you had with me.


Teacher A: Transcript two. Teaching Grammar (correlative
            conjunctions)

   **1.Tad:** thank you for agreeing to be interviewed. The interview

    2.um... I am going to deal with are  about the

    3.class you conducted just before the recess. Lets listen to

   4.introductory part of the lesson, and will continue to talk

    5.more about the lesson. Eh... Ok! what you have listened

    6.was the lesson you taught . Can you tell me what you

   7. planned to teach in that class?

   **8.TA:** my plan was first to revise the lesson I taught before,

   9. And then teach correlative conjunctions.

   **1o.    Tad:** what was your approach in teaching that Grammar
        lesson?

   **11.TA**: I gave small lecture and individual and group
        discussion

   **12.Tad:** what group arrangements did you use?

   **13.TA:** I just tell students  to be in groups and they know

   14. How to make groups. Usually they find friends who
     have the text book.

   **17.    Tad:** the size of groups was uneven. It ranged from two

        18.     to five members in a group. Does these sort of group

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19.  arrangement facilitate learning? What do you say

20.  about this?

21.  **TA:** I don't know. But students make grouping as they

22.   want. And I can't force individuals to join this group or

23.   that group. Because some students who have the book

24.   do not want other students to come and share. So I

25.   don't force a student to go and join one group or

26.  another. This is the system I follow.

27.  **Tad:** what about student behaviour? The class was very
     noisy. What do you say about this?

29.  **TA:** I know this class. There are many disturber

30.  students. you can't do anything with them. If you

31.  takea measure against a student the school rule does

32.  not support you.

33.  **Tad**: What do you think are essential strengths of
     today's lesson?

35.   **TA**: My lesson topic was about 'correlative

36.  conjunctions'. Around his topic I gave a small lecture

37.   then discussion.

38.  **Tad**: Do you think the lesson was successful? Why?

39.   **TA:** Yes. It was successful. First I used small lecture to

40.  define. What correlative conjunctions are. Then I asked

41.  them to be in a group and discuss. This method is good

42.  because it is student- center method.

42.  **Tad:** why did you want to start with a lecture method?

43.  **TA:** students really like it. They want the teacher to


44.  explain about a grammar topic. That is why I gave a small

45.  lecture.

46.  **Tad**: Which conditions were important to the success?

47. **TA:** My using lecture method and using different grouping
48. arrangement.
49.  **Tad**: How do you know that the method you used really
50.  helped the students gain knowledge that can be used in
51.  practice?
**52. TA:** I know from my experience that student better
53. understand when I explain everything on the black board.
54. **Tad:** If you get another opportunity to teach the same
55.  lesson what  approach and method would you use? Why?
56. **TA:** The conditions of each class that I teach can force me to
57.  use same method or another one.
58. **Tad:** Do you think the content covered is important for
59. students?
60. **TA**: I think like that. Um... yes. Students can prepare well
61.  for the national exam, so if they study hard, they will
62.  succeed.
63. **Tad:** What moral or ethical issues or problems happened
64.  when teaching that class?
65. **TA:** Some students were disturbing and this was a problem
66. For both of us-the students and I. but I approach such
67. disturber  students and warn them. Beyond this I can't do
68. anything because the school rule does not allow any
69.  physical punishment. This is the small moral problem
70. I observed.
71. **Tad:** thank you

## Teacher B: Transcript one: Teaching vocabulary

1.Tad; What were essential strengths of the lesson you just had?
2.TB: Ok. In this class I used student-centered method.
3.Students were asked to find the correct words from the

4.reading passage. Then they I mean individual students wrote

5.Answers on the blackboard. They also tried to correct eacher

6. other's mistakes. So students participated actively. This is a

7.strong point of the lesson. But always you get weak students

8.who can't participate. This is a problem in my class.

9.Tad: Do you think the lesson was successful? ?why?

10.TB: Yes. It was successful because the students have done

11.most of the work. Finding the words from the passage, was

12.good. They also tried to correct mistakes done by other

13.students.

14. Tad: What conditions were important to the success?

15. TB: One condition is preparing yoarly and daily lesson plan.

16. According to this plan every teacher tries to teach and

17. assess knowledge of students.

18. Tad: Can you think of other alternative pedagogical

19. approaches to teaching this lesson that might improve the

20. learning process?

21. TB: For me it has worked well. I can't use nother

22. approach. I don't know conditionally a teache may change

23. the teaching way. But the students we teach are similar

24. in many ways. There are top, middle and low learners. So

25. what you teach here, you teach other class because the

26. classes are big.

27. Tad: Do you think the content covered was important to

28. students? Why?

29.TB: Yes. This is why it is inclided in the textbook. So they

30. must learn it?

31. Tad: Did any moral or ethical concerns happen?

32. TB: No. nothing.

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Teacher B: Transcript two: Teaching grammar

1. **Tad:** What are essential strengths of the lesson you taught?
2. **TB**: Students discussed in groups. They also orally answered
3. questions. These are important strengths of the lesson.
4. **Tad**: Do you think the lesson was successful? Why?
5. **TB:** Um… it was successful. This is because majority of the
6. students I mean um… the top and average students were
7. participation in the discussion.
8. **Tad:** Which conditions were important to the success?
9. **TB:** I…I used … I follow my lesson plan one by one. I revise
10. the previous lesson. Then I gave them introduction of the
11. new lesson. Yes students discussed in a group discussion.
12. Of course these students are the … the active ones.
13. **Tad:** Can you think of other alternative pedagogical or
14. teaching approach to teach the lesson that might improve
15. the learning of the less able students?
16. **TB**: Teacher –center approach is not good in this case.
17. **Tad**: Do you think the content covered is important to
18. students?
19. **TB:** Yes. I think so
20. **Tad**: How? Would you please elaborate your answer
21. **TB:** Long silence.
22. **Tad**: As an experienced English teacher yourself, what is your
23. attitude and the value you attach to teaching and learning of
24. language?
25. TB: in teaching and learning of language the teacher and the
26. student have their own roles to play. The teacher is a facilitator,
27. and the student is an active learner. Therefore, each of us need to
28. work toward the achievement of learning.
29 . **Tad**: What moral or ethical issues happened in the class

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30. today?

31. **TB**: There was no problem, Sir.

32. **Tad:** thank you.

Appendix IV: Guideline for the journal writing (Pilot Study)

Give a brief account of the lesson you taught. This
includes planning, teaching and evaluation.

Analyze the effectiveness of the approaches/methods
of teaching, and class room management systems you used, and the
factors which contributed to the effectiveness or ineffectiveness.
Consider also other approaches and methods you could use if you
teach the lesson again.

Reflect on your self-perception about
    teaching/learning  on a given lesson you taught and
    on your own personal growth and development plan.

comment on the ethical and moral issues that might
have occurred as the result of teaching a given lesson.

Raise any question. doubt, puzzle that might have
arisen and that require attention and deliberation

**Appendix V: Journal entries of the two teachers (Pilot study)**

**Journal entry one**

In the first period I taught 9m students about 'reporting verbs and reported questions. First I did not start the new lesson. I asked questions from the previous lesson. After that I began my daily lesson that is 'reported questions'.

In this lesson I wished students were active participants. I started the lesson but the students were not as I wished them. Some students did not have the characteristics of good students. They didn't have exercise books, textbook and even pens. Because of these problems I could not conduct the class as I planned it at home.

Journal Entry two

Today's class was on conjunctions. There are different types of conjunctions or joining words. In grade 10E my focus on the revision exercise was on three sets of conjunctions. The first set included but, and, or and so. The second set of conjunctions that are used in pairs are either...or, neither...nor, not only... but also. The third set of words of conjunction are because, as and since. These three sets of conjunctions join sentences based on different purposes and reasons.

So my lesson started with giving clear examples for each set of conjunctions, and make students do exercises individually and in groups. This was followed by asking individual students to stand up and answer questions in the exercise. All exercises were taken not from the students text books, because the exercises in the text book were done in the previous class I had with 9D class.

The students discipline was not something that I appreciate. Students who sit at the back and middle rows always show bad behavior.

4.8.2.2 Teacher B

Journal entry one

My lesson topic was about arranging jumbled sentences. This was given as homework. In class I asked them to be in group and discuss their answers. Nine groups were formed. And each of them discussed in groups and reported their discussion results through their secretaries. After that whole class discussion was carried out to check which of the group answers were correct or incorrect. Class room interaction was fine   and went well because all. groups of students had active class room interaction and discussion   My perceive about myself as an English teacher is that the method I used was really effective and I feel that it could be used in the other classes I teach.

Journal entry two

Today I used participatory method in this class to make students share ideas in pairs. I tried to check if students did their home work. Then I arranged students to be in a group and discuss. This is how I use student-center method. This method gives me a chance to be a facilitator in the teaching/learning process. I just control the class by having students do their work and then evaluate the success of the lesson through question and answer method..

Journal entry three

My reflection ideas are about the 'teacher-group discussion' we had on January, 22, 2010. In this discussion all participant teachers said, 'the teacher's method which is teacher-center approach was not necessary or not good'. But now when I think about it after the discussion the teacher's method is sometime or conditionally appropriate. For example, there are two 10th grade sections that I teach. Majority of the students in these classes are academically poor. When you try to use student-center they don't participate in an active way. So I sometimes use teacher-center method. In this case the teacher was right when he used the teacher-center method.

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**Appendix VI: Transcripts of lesson observations (Main Study)**

Transcription convention:

TA stands for Teacher A

TB stands for Teacher B

 TC stands for Teacher C

TD stands for Teacher D

TrLo stands Transcripts of lesson observation

LTrL, : lesson transcript line(s)

… stand for a time gap which occurred between a teacher's instruction and students' response

PLI stands for post-lesson Interview

JrEn stands for journal entry

Teacher A : Transcripts of lesson observations

 First lesson observation-October 7, 2011

 Grade 9F. Lesson topic 'reading'

students are making too much noise. Some students are still out of the classroom. There are 45 students in class teacher takes roll call. He writes words – flap, drag, landed refuse, non-stop, and Resign on the blackboard. A student beats his chest heavily. Laughter follows. Teacher dismisses the student and continues to write definition of each word:

flap- move wings up and down

drag- pull something along with effort

landed- arrive by plane

refuse- say 'no'

non-stop

resign- leave job

Teacher starts his class:

       .1TA:  Please keep quiet. … Sit down! I am going to take attendance.

2.No. 1

3.S: yes, sir

4.TA: Two

5. S: yes

6.TA: three, ah, No. three. Ok. Absent. Ok. Today we are going to

7. do reading activity, on the reading passage, ah, 'Taking off'. Who can tell

8. me the meaning of 'take off'?

9. Ss: yes, teacher; yes, teacher

10. TA: ok. you.

11. S: go up

12.TA: ok. another?

13. S: fly

14. TA: now I want you to copy meanings of the following words from

15 the blackboard: flap, drag, landed, refuse, non-stop and

16. 'resign' .Ok. have you finishshed? Good. now who can read

17. paragraph 1and 2?

18. S: Human beings cannot fly like birds. Srough history, many

19. people have tried to do this...They made wings and tied them to thei

20. arms....  In 1985, an English man, ah, George Cayly built a glid...

21. TA: it is glaider.

22. S: In 1855, an Englishman called George Caylley built a glader.

23. A glider is an aeroplane without an engine. ...

24. T: who can read paragraph 3 and 4. Ok. you (pointing to a student)

25. S: later, a German called Otto, Otto Lili..Lili built gliders...

26.TA: say Liliental, it is the name of a person

27. S:; Liliental build glider zat were big enough to carry his own weight..

28. In 1891, he made his first flightin a glider...

29. TA: Good. who can read paragraph 5 and 6. Please keep quiet! Ok.

30.  you. (points to a student.

31. S:  By making gliders like this, ze Wrigght brothers learned a lot about

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32.  flying. They learned how to how to control and aerpflane.

33. On December seventeen 1903, Wilbur and Orville Writht succeeded

34.  in making man's first flight in an aeroplane with its own power. ...

35.  soon, the Wright brothers were flying for as long as an hawer.

36. TA: not hawer. Say an aur

37. S; awer

38. TA: ok. now, read the passage silently. After 15 minutes you will

39. answer some comprehension questions. Take only 10 minutes we have

40. no time.

41. S: uh, uh... (heavy cough).

42. TA: ok. ok. I know  you well. Ger out. go to the office and report to  the

43.  director why I have sent you out, ok. .... I want you all to behave

44. properly. Ok. let us continue our discussion. who can answer Question

45.  2? Who built the first glider?

46. S: George Calley.

47. TA: very good. Question three. What happened to Otto Liniennthal's

48. glider when he was flying in it?

49. S: he was crashed

50. TA: no. another?

51. Ss: no response

52. TA: It crashed, you can refer, ah, paragraph 3. Ok. now, do Exercise 3,

53.  multiple questions. I give you 7 minutes.... Ok. have you finished

54. Ss: yes

55. TA: who can answer question 2?

56. S: 'c' (was large enough to carry George Cayley and his servant.

57. TA: No. 'b' is the correct answer. Ok. time is up, do Exercise 5,

58.  completing the information given in the Table at home.

        -end of class--

**Second lesson observation- October 14, 2011**

**Teaching vocabulary**

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. Grade 9D.

Class discipline is good. There are few private chats.

Teacher taps a desk to control students' noise.

Teacher writes lesson objectives:

 to help students understand meanings of words, and

to help students to construct sentences of their own using the new words

Teacher starts his lesson:

59. TA: Good morning

60. Ss: Good morning, teacher

61. T: Close your exercise books, please? Have you revised the words I told 62. you to revise?

63. Ss: yes

64. TA: close your exercise books, ok? what is the meaning of the word

65. 'flap'?

66. S: flap is wings going up-down

67. TA: good who can tell me the meaning of the word 'drag'- yes-drag?

68. T: Don't you remember. I showed you, ah, its meaning by pulling a

 69. student from his seat. Who can tell me?

70. S: በእጅ መሳብ

71. TA: do you mean pull by hands

72. S: Yes.

73. TA: Good. now I am going to teach you the meaning of new words.

74. They are not in the textbook.they are important words. Do you know 75. the word 'boarding pass?

76. Ss: Silence

77. TA: Boarding pass is is a tichet given to a passanger in order to be

78. allowed onto an aeroplane.

79. TA: What about 'steward'? Do you know it?

80. S: airplane worker

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81. TA: Good try. Some one who attends to passengers on an airplane is 82.

82.called steward. What about 'cabin crew?

83. Ss: no response

84. TA: Cabin crew are staff of an aeroplane who give care to passengers. 85. What about belt? Do you know it?

86. Ss: No response

87. TA: 'belt' is a material worn around a waist to hold someone in place. 88. these words are important for you, ah, study them. Now I give you

89. three minutes to study the words. ... ok. are you ready? Who can tell 90. me the meaning of boarding pass?

91. S: ticket given to a passenger to enter an aeroplane.

92. TA: Steward?

93. S: somebody who give care to passengers

94. TA: Good. cabin crew?

95. S: staff of an airplane

96. TA: your answers are correct. good. try to use them in your daily

97. communications. Now I want you to do Exercise 2, a matching

98. exercise. I give you minutes. It is easy exercise.... Ok. have you

99. finished?

100. What is come down to earth after a flight?

101. S: landed

102. TA: very good. what about 'moving wings up and down?

103. S: flap

104. TA: yes. vey good. what about 'said 'no'?

105. S: refused

106. TA: vey nice. What about 'without stopping?

107. S: non-stop

108. TA: this is nice.  Now I want you to construct your own sentences by  109. using the following words. ... ok. have you finished? Who tell us a 110. sentence for the word' refuse?

111. S: My mother refuse to buy me shoes

112. TA: good. what about for the word' resign'?

113. S: the director resigned from his job, etc.

114. TA: that is good answer. What about non-stop?

115. S: the airplane travelled non-stop

116. TA: Excellent, ah, now the last exerciseis part 2 of the vocabulary. It 117.

117.is about verbs 'to take' and 'to last'. This homework. Read instruction 118.

118.carefully and … do it at home ok.


**Third lesson observation-October 21, 2011**

**Teaching grammar**

Grade 9E. No. of students 38. Classroom discipline is good. students have taken their seats in an orderly way. Students who are for class are taking their seats quickly. Teacher takes roll call.

The grammar lesson starts with his greeting.

Teacher writes notes on the verb forms '-ing' and the infinitive. And verbs that take both forms.

> The '-ing' form of the verb is the form that ends with '-ing', e.g. going, thinking, making, following.
>
> The 'infinitive' is the simple form of the verb with 'to e.g. to go, to make, to think, to follow.

Some verbs can only be followed by the infinitive, e.g. The servant refused to fly in the glider.

Others can be followed by the infinitive and also by '-ing' e.g. I like listening (to listen) to the radio

119. TA: ok. good afternoon class!

120. Ss: Good afternoon, teacher

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121. TA: today's lesson is, ah, grammar. It is about verbs,ah, followed by '-122.
122.ing' and 'infinitive. Now be in groups... ok. in your group read the five 123.
123.sentences in Exercise one and identify which verbs are followed by 124.
124.the infinitive and the '-ing'. ok.?... have you finished?

125.Ss: yes, teacher, yes, teacher

126. TA: ok. you '

127. S: the words followed by '-ing' are: deny, play, enjoy.

128. TA: very good. the '-ing' . the '-ing' form of the verv is the form that ends

129. with '-ing', e.g. going, thinking, making. The infinitive is the simple form of

130. the verb with 'to', e.g. to go, to make, to think, to follow. O.k. now read the

131. note and try to, understand the forms. ... o.k. have you finished? What

132. did you get from the, ah, the note given?

133. S: what I get is ' verbs can be followed by 'to' or '-ing' or both.

134. TA: Excellent. Now read the first two paragraphs of the reading passage,

135. and, ah, identify verbs followed by '-ing', by the infinitive, and verbs which

136. take both forms? five minutes is enough. O.k.? ... who can answer the

137. question?

138. S: there are two verb forms: 'tried to' and 'going to'.

139. TA: good! you are right. These are the only verbs given in both

140. paragraphs. Now, be in pairs and study the conversation given in Exercise

141.  2, page 26. You should change the verb form given in brackets when you

142. play your roles. olk. I give you ten minutes. ... O.k. time is up. I want a

143. pair of students to come out and do the conversation. O.k. you at the

144. back come here. Good.

145. Ss: Student A: let's arrange a meeting this evening. I need to relax.

146.  B: o.k. but we musn't forget to do our home work. we need to

147.  A: yes, I want to get high marks. So I must do some revision.

148.   Let's  study at your house first and then we can relax.

149. TA: it's nice. Now, go to Exercise 3 and complete the sentence. First try

150. individually. Then exchange ideas in pairs ... O.k? ...  your time is

151. finished. Who can answer question 1?

152. S: she has decided to marry him

153. TA: good. question 2?

154. S: I forgot to bring my homework.

155. TA: good. question 3?

156. S: my mother is learning driving a car.

157. TA: o.k the correct form is 'to drive' not 'driving'. Ah, the last exercise –

158. write four sentences of your own using verbs: 'want', help, like, and

159. refuse, start and forget. … o,k. time is over. Who can make a sentence

160. with the verb 'want'? o.k. you.

161. S: our AIDS club wants to help patience

162. TA: good. who can try with the verb 'hope'? yes, you

163. S: I hope to see my mother next week.

164. TA: very good. who can try with the verb' refuse'. Yes! you.

165. S: my mother refused to buy me shoes.

166. TA: good participation. Today you have done a nice work. I know you were

167. too busy. You are tired. Aren't you? We have finished part A. we will do

168. part B next period.


**Teacher B: Transcripts of lesson observations**

**First lesson observation-Oct. 31, 2011**

**The teaching of Reading**

There are 46 students in class. 2 to 3 students are sitting at a desk.. there is complete silence. Teacher comes in and students get up to greet him. teacher greets students and announces that the day's lesson is on reading comprehension. Writes the title of the reading passage- 'How writing developed"- on the blackboard. Teacher starts class by telling the students that they are going to read the passage twice. Teacher gives series of instructions that the students should follow. He writes allotted minutes on the blackboard,

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T: follow my instruction carefully. You are to read the passage two times. Ah, the first is fir general understanding. Don't focus on words or phrases

T: you will read the passage two times. The first reading is for general understanding. Don't focus on words or phrases. Just read very quickly to get general idea. Do you get my message?

Ss: Yes, teacher.

T: I will give you ten minutes for this. Ok? I am sure you understand me. The second . reading is detailed reading. This will help you to answer specific questions about the passage. Do you understand? Ask me if you don't understand. Ok, Aster, what did I say?

S:  No response.

T:  Ok. Biniam, what did I say?

S: You said, we are going to read the passage two times. In the first we are going to read for general meaning. In the second, we are going

T: Take ten minutes only, Ok? You are going to answer scanning questions in exercise 1. Do you understand? Ask if you are not clear with my instruction. Ok? Now start reading the passage. Ok?  Am I clear?

Ss: yes

T: Ok. Start reading. Remember that it is silent reading. No one is allowed to  read loudly. Ok? have you finished?

T: Aster, answer question one. How many kinds of writing are described in the passage

S: Three.

T: Students, do you think the answer is correct?

Ss: No.

T: who can help her? Yes, Dawit

S: Four

T: Students, is the answer correct?

Ss: Yes.

T: Yes. They are four. What are they? Abate.

 S: Pictogram, Ideogram, Phonogram and Alphabet

T: very good. now I want you to try the second exercise-guessing meanings of words

 in context. Take ten minutes. It is individual work. O.k? ....ah, two minutes left.

Fatuma, what is the contextual meaning of 'to communicate'?

 S:  (Fatuman) to give and to take.

T: what do you think students? O.k, you, ah

 S: to exchange ideas

 T: good. what about 'represent'?

 S: act or speak on behalf of ano

T: very good. what about 'similarly'?

 S: in similar way

 T: good. next word is 'combination'

S: something combined

 T: yes, it is a mixture of something. O.k the next word 'record' Abebe, can pronounce    the word?

S: (Abebe), re-kord

 T: o,k. another students- O.K. Belachew

 S: (Belachew), no respons

 T: who can try to pronounce the word as a verb and as a noun

Ss: No, response

T: the word is pronounced in two ways. You should know how many syllables the

has. How many syllables does the word has?

S: two.

T: good. can you tell us?

S: 're-' and 'kord'

T: very good. so if you want to read it as a noun in which syllable does
 the main stress fall?

S: the second syllable

T: No. it is on the first syllable. Pronounce after me. 'ˌRe-kord'

Ss: 're-kord'

T: again

Ss: re-kord

T; when it is used as a verb, you stress on the second syllable. re-'Kord.
 Say after me  Kor

Ss: re-'Kord

T: O.K. we don't have time to finish the contextual meanings of the
remaining words

Please try to do exercise 3and 4 the reading passage for the next class.


**Second lesson observation-Nov. 14, 2011**
**The teaching of vocabulary**


Teacher enters class and greets students. He starts his lesson by asking
students if they had done the homework assignment given to the, in the
previous reading lesson. Four students report that they have not done their
assignment.


T: Have you done the homework? If you have not done, raise your hands?

Ss: four students raised their hands to report that they have not done.

T: Didn't I tell you to do it? Ol L you stay out side and talk to me later.
 Monitor you will

collect the students homework later and bring it to the staff room. Now I
 want you to do the

class activites properly. O.K. who can tell me the new words you learnt
 from the reading

passage –How Writing developed. Just ask your mind. What do you
 remember? O.K. who

can tell me ?

Ss: three students raised hands to answer the teacher's question.

S1: invent

T: O.K

S2: record

T: good

S3: Alphabet

T: very good. can you tell me more?

Ss: No response

T: O.K. open your book on page 58 and complete the fill in exercise. It is
simple. Take five minutes. …. O.K time is finished. Be ready to answer
 the questions. Who can answer

question one?

S1: A dictionary gives a list of words in <u>alphabetical</u> order…

T: very good

S2: nowadays people <u>communicate</u> with each other through e-mail

T: good. next

S3: his daily breakfast <u>consists of</u> dry bread and a cup of tea

T: good. next?

S4: the prime minister is to talk to a group who <u>represent</u> the workers
today

T: very good. now let's go to the next Exercise-Exercise 2. Write your own
 sentences using

the words given on page 59. …. Have you finished? You should raise your
 hands to answer

questions. Ah, remember you are going to write your sentences on the
blackboard. O.K. who

can try?

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S: A picture show ideas we cannot see.

T: good. another sentence with the word 'alphabet'

S: Amharic  alphabet have 32  letters

T: another sentence with the word 'invent'

S: Writht brothers invented the airplane

T: good. another sentence with the word communicate

S: people communicate by language

T: good. what about 'with the word ancient?

S: Ancient people lived in the forests

T: very good. your attempts are good. now students I want you to look at each sentence

written on the blackboard correct any grammatical mistakes. who can try?

S: 's' is added to the word 'show' in the first sentence the verb 'have' in the second

sentence is changed to 'has'.

T: Excellent. Who can try to correct sentences 3, 4 and 5?

Ss: silence

T: O.K. in sentence tree, you should add the definit article, before the subject and cncel it

in sentences5. No problem in sentence 4. Good. now I want you to do the exercise in part

II. It is about the different meanings of the word'change'. We don't have time now. Do

this at home.


**Third lesson observation-Nov.23, 2011**

**The teaching of grammar**

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This is section 9H. students are noisily talking. Teacher tells students to deep quiet. He starts his lesson by asking students to tell him a definition of passive voice.

T: who can define what a passive voice is?

S: passive voice is used when doer of action comes at the end of a sentence.

T: good. passive voice is used when we wish to focus on action. Read the short passage

on page 61 about the 'Roman Baths' and write the active and passive verv forms,... OK?

What have you found?

S: the hot water springs in baths were first found by the Romans in the last Century A.D.

T: very good. now study the Table on page 61 that shows, ah, how the verb 'sweep' is used in different tense forms .. O.K. Have you finished? Now do Exercise 1, based on the table

S: I don't understand how to do it, teacher

T: Read the instruction again and read the example given below that. You will, ah, get itclear.... O.K. who can tell me the use of the passicve coi e?

S: We use the passive voice when we want to discuss about a doer of ction.

T: Excellent. The passive voice is used when we wish to focus on action done. The form of the verb is verb 3. O. K. now do Exercise 2. Look at the two pictures and understand

what is happening and what has happened and , and write sentences in the passive voice by using the present perfect

S: Teacher, I can't see the pictures clearly.

T  Teacher shows the pictures from the original textbook he had and writes four example sentences on the blackboard. Then told students to do exercise 3.then asks students to give him the passive sentences for

question one?

S: coffee is grown in Ethiopia

T: good. question 2?

S: Cars are made in Japan O. K. we will do the remaining questions next
Time

**Teacher C: Transcripts of lesson observations**
**First lesson observation- Feb, 17, 2012**
**The teaching of Reading**

There were about 42 students in class. seating arrangement is not orderly. 4 even 5 students are crouding to share a book. they are strentching their necks over other students to have a look at the text boos. Others turned round for the same purpose. Students don't have good classroom discipline. The teacher look at them with a stern face to maintain class discipline. Teacher starts class with an improvised questions set by himself. this takes time. Students as well as the teacher seem to be interested.

Before students start reading the passage the teacher writed the following words on the blackboard:

Charged with- fes[pmsob;e fpr

Unavailable- nonexistent

Pandemic- disease widespread over a lange area

Threatening- expressing in intention to hurt

T wipe out- to eliminate –

T: Today's lesson is reading. You are to read about 'social problems-involving the young: life skills for the young. I have prepared some pre reading questions. You discuss about them in your groups. The first question – who do you think is responsible for passing social, cultural and vocationl skill to the young children? Discuss in groups. …. , ah,

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have discussed? O. K. who try to answer the question?

S: it Is parents.

T: why?

S: they are the first people who should teaching their children about the society's culture and other things.

T: who else is responsible?

S: the community

T: good but how?

S: they show by good conduct and by given advice

T: who else is responsible?

S:  Teachers, neighbours

T: very good now copy the meanings of words I am going to write on the blackboard. Then study them before you start reading the passage. Then you silently read the passage and answer questions in Exercise 2 –finding out the writer's opinion. Take 15 minutes. … O. K. who can answer questions 1? Which paragraph talks about giving kife skill training to the younf can have both short term and long term benefits?

S: paragraph 1

T: students do you agree?

Ss: yes

T: Which paragraph talks about statement 2- Although schools can play a key role in preparing the younf to face challenges, they are not doing so at present?

S: paragraph 2

T good. which paragraph talks about –children living in an environment where they get less support and direction?

S: pargraph 5

S: ;students is the answer correct?

Ss: No

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T: what is the correct answer?

S: paragraph 4

T: good participation now I want you to go go Exercsie 3- saying True/Talse. Read each statement carefully and answer each question. They are about the writer's opinions. Take ten minutes. …. AH, have finished?

Ss: yes

T: who can try question 1? Read the statement first. And say True or False

S: the writer believes that the young are now lining in a better world where there are few challenges. False

T: is the answer correct?

Ss: yes

T: good the second questions?

S: The writer seems to be concerned by the loose parent-child relationsip seen at present. False

T: students is the answer correct?

Ss: No

T: the answer is True

T: the next question?

S: the writer belives that schools have a key role to play in enabling children and the younf to overcome the chanlleges they face. False

T: students do you think the answer is correct?

Ss: yes

T: No. the answer is True O.K time is not enough. We can't go beyond this. Do the rest at home.

**Second lesson observation- February 23, 2012**
**The teaching of grammar**

Grade 10 students share a book for 3 or even 4 . class is noisy. Students are shouting. Teacher starts class by asking students if they done the homework assignment he gave them days before.

TC: would you please keep quiet? Have you done the homework I gave you last time. Only tried to answer two questions of the True/ False questions. Now who can try question three?

Ss: no response

TC: O. K I going to write the correct answers on the blackboard and you can check them against your answers. If you find any difference, you can ask me for clarification.

S: Teacher you said the statement-the negataive pressures that surround the young can easily be removed is False. Why?

TC: yes. the correct answer is False, not True. Now, let's go to todays lesson about grammar points. Today's grammar lesson is about  participial phrases

Study the examples give in the book and do Exercise 1 Remember that when two events happen at the same time, or when one event happens immediately after another, we can use the '-ing' form without using 'after', before' or 'while' remember also that the independent clause is changed to a participal phrase to play the role of an adjective in modifying the subject of the independent caluse. Now do Exercise 1... take 10 minutes O.K? who can try to join the the two sentences in question 1?

S:  remembering that it was a school holiday, he turned around and went back home

T: very good. who can join the two sentences in question 2?

S: Looking over my shoulder, I rralised that I was being followed.

T: very good. next Kebede?

S: (Kevede) when going to the market to byy some fruit, she took her daughter with her.

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T: students do you think the answer is correct?

S: No. going to the market to buy some fruit, she took her daughter with her.

T: Excellent. Next?

S: walking home from school, he found a sack full of money

T: next?

Ss: no attempt from students

T: Not knowing what to do with it, he took it to the polce station. Who can try the next?

S: arriving at the school, we could see that it eas deserted.

T: very good. next class we are going to deal with Part B Perfect parricidal phrase. Read the note given and do Exercise 2 and Exercise 3.

## Third lesson observation-March 7, 2012
## The teaching of speaking

Students are quietly waiting for the arrival of the teacher. two desks are laid out in front of the class. teacher comes in and greets students. asks students to come out and present their debate. He writes the topic of the motion students are to speak about. He informs studens to pay great attention to both groups of students and finally give their vote of the winner.

T: O. K students for the motion you can start

S: reads out a material she prepared at home when she finishes she calls her group member to continue present his speach. He did the same.

T: invited the other group members to continue present their speech. When all members did the work the teacher invited class to add points to the group they support. But no body did that. Finally, he asked students to give their vote  and ended the class.

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Teacher D

First lesson observation- March 19, 2012

The teaching of reading

Grade 10

The teacher's reading lesson seems to have gree segments: in the first segement, he asks students if they had got their homework ready for submission. It also includes the students readiness for class. he asks if they have got their textbook, pens and other learning materials. In the second segment the teacher asks students to write their names, and submit their assignment to the teacher. in the third segmenthe asks students to form their own groups that consist of 4 members who are close friends while students are forming their groups, they speak in Amharic. the teacher reminds them not to speak in Amharic. teacher starts class by asking students if they had got their homework ready.

D:  have you got your hoework ready? Before I start the reading lesson, I want you to check if you got the textbook, pens, and pencils ready.

Ss: students shouted noisily

TD: cool down. Students if you have any problem, I'm going to help you. Don't be shy if you have something to ask, don't hesitate, I will help you. Use English when you discuss. O.k. are you all ready to give me your assignment?

Ss: many students said, "I did not bring the homework"

 T:  Now it's time I should collect your assignment, Ok? Your homework, please?. 'Shhh' You write down your names and pass them to your front. Please, don't speak in Amharic?. Have you got my point? Attention, please? Ok? Have you all passed them to your front? Who hasn't?

 S:  a student raised his hand and reported that he had not done

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it.

T: Didn't I tell you to do it?

 S: yes.

T: So, why haven't you done it? Did you forget it?. So when will you
do   it? Today Ah, or tomorrow? Tell me, when?

S: Tomorrow.

T: Asks another student. Have you done the homework? Shhh, be
 quiet, please?

S: yes, I have done.

 T: Can you show me?

 S: I forgot it at home.

 T: Ok. When will you get it ready? Tomorrow, when

 S: Tomorrow.

T: Ok. How about you? Pointing at another student

 S:  I didn't bring.

T: Ok. I am happy you did not lie to me, you must bring your
homework tomorrow. OK? now form your groups close friends can
share a book. five minutes is given to you. Please don't shout.
Don't speak in Amharic. O.K have formed your groups? Now
answer the pre-reading questions on page 214. Spend five minutes

Ss: Students were still noisy

T: good who can answer question 1?

S: pollution is the poisoning of air, land, or water. True.

T: good. the next question?

Ss: some forms of pollution occur naturally and cannot be avoided
. False

T: students do you agree?

S: No. we can avoid by technology.

T: what about question 4?

Ss; the most serious forms of pollution are caused by human

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Beings True.

T: vey good. now read the short text, ah Text A: on Air Pollution

And answer Exerce 2. Keep quiet and do the exercise. If you don't
behave well I will take serious measure

Ss: continued talking in Amharic. it was difficult whether their talk
Was on task or off-task

T: o. k. who can give me different examples of air pollution in
Paragraph 2?

Ss: pollution in the form of smoke from factories and power
stations

TD: good. another point?

S: smoke from domestic fires

T: good. anoter example of air pollution?

S: some from burning rubbish is serous problem in some towns

TD: Good point. Now what heading can you give for this?

Ss: No response

TD: as a heading you can say human made air pollution. Now do
Like that. First identdify air pollution examples in pargraph 3 and
4 and give them genrral heading. Do this at home.


**Second lesson observation- April 7, 2012**

**The teaching of grammar**

From the researcher's field notes:

Class is noisy. Students are busy copying biology notes written on the
blackboard. Teachers starts class by taking roll calls, and asks students to
form groups. The teacher writes the following

If you want to be a pilot, come to Ethiopian Airlines

If you want to buy quality house, choose Ayat Real State.

If you need high interest rates for your children's savings, come to
Abyssinia

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Bank.

If you need real spring water, visit our super market near the Mosque.

| 1. If you put oil to water, | a. ... it burns |
| 2. If you add sugar into water. ... | b. ... it float |
| 3. If you put your finger on a hot iron, | c. ... it dissolves |

If you don't do your homework, you will be sent out from class.

If the teacher is free, she will give you tutorial tomorrow.

If I get annual leave, I will take you to Lake Tana islands.

TD: students form your groups and select a group secretary who will report to the class his group's result

Ss:; (Students) spoke in Amharic and were making noise

TD: Don't speak in Amharic. I will deduct marks if you speak in Amharic. if you actively participate in Class I will give you bonus. Do you understand?

Ss: yes

TD: our today's lesson is about conditional type 1. (writes on the blackboard 4 conditional sentences). study the four conditional entences and discuss in your groups after that construct 3 such sentences and report to class through your group secretaries.

S: (group secretary) if you want to be a good engineer, come to Bahir Dar University.

TD: bery good. another example?

S: if you want quality furniture, you can bu from the market

TD: (gives correction) if you want quality furniture, come to Etheof. Now look at the sentences of your own by discussion in your group

S: if you want to be a good pilot, Ethiopian Airlines suits you

TD: O.K. now look at sentences I am going to write on the blackboard and you match column one with column 2.

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S: if you put oil to water, it floats

TD: good. next

S: if you add sugar into water, it dissolves

TD: good last question

S: if you put your finger on hot iron, it burns

T: this is good participation. Bonus will be given to those of you who actively participated. Now look  the sentences I am going to  write on the blackboard. You can use simple present tense in the main clause when you are sure something will happen. When you use the futruees tense, you are not sure that action will happen. O.K. now fill in  the blank space in the exercise in your book.

Ss: (students) seemed unhappy

T:  filled out the black spaces and ended

**Appendix VII: Guideline for the post-lesson individual interview (Main Study)**

Can you tell me about your lesson planning?

What were your lesson objectives?

What were your approaches and methods of teaching?

What type of grouping arrangement did you use?

What activities did you plan the students to do?

What was your classroom disciple like?

What classroom norms did you use to manage classroom management?

Do you think the lesson was successful? why?

What factors contributed to the success or failure of the lesson?

What other alternative approaches and methods of teaching would use if you were given the opportunity to teach the lesson again?

Do you think the content of the lesson is important for students' learning?

Being an experienced teacher of English, what is your self-awareness about the teaching approaches and methods of language?

What personal professional development or growth goals do you have?

What action plan do you have to achieve these goals?

What questions do you have to raise about the lesson you just taught?

## Appendix VIII: Transcripts of Post-lesson Interview/discussion of the four

## teachers (Main study)

Teacher A: Post-lesson interview/discussion

Transcript one: Teaching reading

**1.Tad:** First of all, eh, I would like to thank you for coming to the

2. interview. Ah, today you started your lesson by teaching the

3. students vocabulary items of the reading passage. Why did you

4. want to jump the pre-reading questions given in the book?

5. TA: The questions are not challenging for the students. They are not

6. related to the reading passage. For example, if you take the question-

7. Where do you want to fly to? Why? What do you expect the students

8. to say? One may say I want to fly to Addis Ababa. Ah,.. another may

9. say I want to fly to Awassa. And each of them may give different

10. reasons to flying to one particular place but not to

11. another. These are not related to….to what is discussed in the

12. reading passage. The reading passage is about how airplanes were

13. invented  So, why waste time on that? Ah, after all,  it is not a

14. must to always start a lesson with pre-reading questions given in

15. the book. You can start a lesson with a different activity. For

16. example, ah,  you can teach students new words from

17. the passage.

**18. Tad:** Ok. What were the reading activities you planned for 9. 18the

19.students to do in class?

**20. TA:** Ah,  I planned to do two things. The first, ah,  one was loud

21. reading. The other was silent reading. After the silent

22. reading students were expected to answer

23.comprehension questions.

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24. Tad: Ok. what was your approach to teaching reading?

25. TA: I used, ah, loud reading and then silent reading.

**26.Tad:** Ok. eh, what was the purpose of having students read aloud?

**27. TA:** well, eh, loud reading helps students who did not bring

28. the book to listen and understand contents of the passage.

29. The other is they can improve pronunciation and reading

30. speed.

31. Tad: how often do you use loud reading when you teach

32. reading comprehension?

33. TA:  um… I sometimes use loud reading method.. But when I want

34. to use it, I take great care. I encourage volunteer students to read

35. aloud. The other students listen to their classmates loud reading

36. and try to get something out of that reading. If it is done in this

37. way, I believe it can help them to get something from loud reading

38. activity.

39.Tad: what is your experience about the teaching and learning of

40. reading?

41. TA:I have good experience in this. Our English teachers were

42. encouraging us to read paragraphs in class.  Everybody was really

43. interested to read a text loudly. We were highly motivated to do

44. that. This activity really helped me to improve pronunciation,

45. reading speed, and also understanding content or message of a

46. reading passage. I am teaching reading in the same way I

47. was taught. My students also like to do that. That's why I asked

48. students to read a paragraph one by one.

49. Tad: let's talk about the activities students did after the silent

50. reading. What reading technique or skill did you expect the

51. students to apply in each activity? For example, in the first

52. activity students were expected to identify names of persons, dates

53. of events and so forth. You did not give them any hint or example

54. that could guide them how they should go through the material

55. and answer questions and do the task . What do you say

56. about this?

57. TA: I told them to read the passage again and answer questions

58. that followed the silent reading. This was in addition to the out

59. loud reading the students did before. Ah, fast readers did not have

60. problems to answer such questions.

61. Tad: what were your grouping arrangements like?

62. TA: "I did not use any formal grouping system because some

63. Students didn't bring their textbooks. Those who had the book

64. were busy doing things I told them to do. Others who did not have

65. the book were listening and trying to answer questions. When

66. students made mistakes I was giving correction myself.

**67. Tad:** Do you think the content of the lesson is important to the

68. Students learning?

**69. TA:** I think so. It about Taking off. To 'take off', 'to land' things

70. like that needs courage. So it teaches them how to

71. develop confidence. they can clearly understand the  content

72. of 'courage'.

**73. Tad:**  Do you think the lesson was successful? why?

**74. TA:**  um, to some extent yes. This is because of the participation of

75. the active students and these were boys

**76. Tad:** if you say to some extent, which part of the lesson was the

77. most successful? and which one was the least successful? why?

**78. TA:** the loud reading was the most successful. And this was

79. successful because those active students have done

80. It successfully. The silent reading activity took time. Students

81. could not finish it in time. They are slow readers. That is  why

82. I gave some part of the  comprehension questions to be done

83. at home.

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84, Tad: Do you think you have met your lesson goals?

85. TD: well, um... I think, students have listened to the out

 86. loud reading. I think they have got some ideas about the

87. reading passage.

88. Tad: how did you check that?

89. TA: Some students tried to answer few questions.

90. Tad: do you think there was good classroom interaction?

91. TA: Well, ah, yes. I was asking them questions and they

92. were responding to my questions. Why did you limit the

93. classroom interaction to be between you and individual students?

94. TA: I don't want to force students who are not ready to

85. give answers. If they try and fail they get embarrassed.

**96. Tad:** can you think of another pedagogical approach if you were

97. to teach the lesson again?

**98. TA:** eh, I don't think. Students come without books. In

99. this condition how can I use another method? Reading aloud is

100. a good method because those students who don't have books

101. can listen and answer comprehension questions is a good

102. method to help students to listen if they don't have books

103. and answer questions.

104, T**ad:** why don't students bring their textbooks to class?

105. In fact these days we hear that there is no shortage of text

106. books.

**107, TA:** eh, this is correct. But students always come to class even

108. Without exercise books. And this a serious problem that teachers

 109. and the school couldn't solve.

**110. Tad:** Did anything unusual happen in the class today?

**111. TA:** yes. There was something unusual. Eh, ----- of course few

112. students come to class late but today there was a test and

113. those who didn't finish were coming late and that created

114. class interruption. Again students were not disciplined. There

115. unnecessary noise here and there. That is why, as you have seen,

116, I forced one student to leave class and to report to the

117, Director's office.

118, Tad: Is that the rule of the school or your own

119, spontaneous decision?

120, TA: ah, today's case was unusual. It was very serious problem.

121, I don't always take such serious measures

**122, Tad:** ok. you are an experienced English teacher. What is

123. your self-awareness about the ways you have been

124, teaching English? Do you feel comfortable with the approaches

125, and methods you have been using?

126. T**A:** Eh, teaching is a respected job, but these days it is losing its

127.  its social value. However, as an English teacher myself I

128. respect my job and make plans to effectively teach my students.

129. help them when they come for help. Because This is

130. morally, psychologically, and professionally appropriate.

131. Tad: so what personal goals do have to effectively help

132. such students?

133. TA: I have to read books to update myself.

**133. Tad:** ok. Do you have any question you would like to raise

134. about the teaching and learning of language? Um, you could

135. take today's lesson, for example.

**136. TA:** Students have different problems. Some of them have great

137. interest to learn. Others come but they are not good learners.

138. spend time doing unnecessary things in the school compound.

139.  And these  students have no good family guidance. And the

140. school rule does not encourage you to take serious measure.

141. what I can do if a student disturbs is send him/her out and

142. make him/her report to school management but no measure is

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143. taken. This is disappointing. I don't know how to solve these

144. kinds of problems.

 **145. Tad**: I think this needs a join effort from all stakeholders. Any way

146. Thank you very much.


**Transcription 2: Vocabulary teaching**

**147. Tad:** Thank you for coming to our second post-lesson

148. interview. Let me start our discussion. ah… can you tell me

149. the scheme of work you planned to do with the teaching

150. of vocabulary?

151. TA: My approach is not different from the semester plan set at the

152, department. Based on that plan I prepare my daily lesson plan and

153. teach according to that plan. I introduced the lesson by asking

154.  students to recall and revise words they covered in the reading

155. passage Then I asked them to do all exercises given in their

156. textbooks,

157. T**ad:** what were your lesson objectives?

**158. TA:** ah… my objectives were-making students

159. understand  meanings of  words and use them in their

160. own sentences

161. Tad: How did you present your vocabulary lesson?

**162. TA: ah, ….**first, I asked them to tell me the meanings of words they

163. Learnt, ah,  from the reading passage. Ah,  after that I

164, invited the students to do different activities. This is a new method

165. I don't want to teach vocabulary in the old way by asking them to

166. copy down definitions I write on the blackboard.

167. Tad: Ok. you asked the students to close their textbooks and

 168. Give meanings of words like 'landing' and 'courage'. Why did

169. you want them do that?

170. TA: Ah, vocabulary and grammar are very

171. important parts of language learning. They should study

172, new words. They should memorize them; know how a word is

173. used in a sentence. If they know more words they can

174. understand materials they read. They can also listen to

175. native speakers and understand what they say. They can

176. also develop their writing ability. So, ah, I asked them to tell

177. meanings of each word because I had given them definitions

178. and told them to revise at home and I want to check if they

179.have done things I expected them to do..

180. Tad: Ok. Today you presented words like cabin crew,

181. steward, boarding time and so forth. Why do you need to

182. teach these words as long as they are not used in the

183. reading passage?

184. TA: You are right. Um, ….They are not included in the reading

185. passage but I wanted the students to learn words that

186. are related or are in the same semantic field.

187. Tad: Why do you want them to study such words?

188. TA: I believe asking students to learn words that belong to

189. the same field will help them to recall the words better and use them

190. when speaking. I mean when they travel they can

191. communicate properly.

192. Tad:  how long have you been teaching vocabulary lessons in

193. this way?

194. TA: Ah, This was after I took linguistics courses, I took in

195. the under graduate programm. Before that I was only

196. teaching vocabulary items given in students' books.

197. Tad: let me ask you something about how you made the

198. students practice their vocabulary knowledge. You were

199. asking them to close their books and tell meanings, and again

200. you told them to open and revise the words. Why were you

201. doing that?

202. TA:   I wanted students to revise words in class because they

203. don't revise them at home.

204. Tad: How did you come to know this?

205. TA: well, ah, from my teaching experience I have come to

206. understand students' life style. Some of them, um… spend time

207. watching the TV. Others have little support from their families.

208 And because of these and other reasons they don't revise their

209. school work at home. When I ask the students questions

210. individually, many of them fail to give answers. So I decided to

211, spend more time on helping students to make enough practice in

212. class..

213, Tad: How did you develop this way of teaching vocabulary?

214, TA: Well, um,….it is from my teaching experience. At the beginning

215. I started it unconsciously. later I came to understand that

216. many students spend their time watching films on the TV and

217. others don't have habit to do their school work at home.

218. Tad: so you believed that asking students to revise things in

219. class helps them learn better?

220. TA: I think so.

221. Tad: what form of classroom organization did you use to

222. help students learn from one another?

223. TA: there is always shortage of text books, But as much as I can

224, I make students share a book for three students. And make them

225. work together.

226. Tad: let me go to the way you were directing your questions.

227. After students discussed on a task you were directing

228. questions first to the whole class and then you allowed

229. volunteers to answer questions. Why were you doing that?

230.  TA: um, first of all, ah, I don't want to force them. If I

231. ask individual students to answer questions from the

232. beginning, many of them may not give answers and because of

233. that they will be embarrassed.

234. Tad: So, ah, ... do you feel that by initially directing the question to

235, the whole class and, ah, asking for volunteers would be of much

236, help for, ...for the majority of the students to learn the vocabulary

237. items?

238. TA: yes. while the volunteers give answers, those who don't

239. know the words will get the chance to listen to volunteer

240.  students' explanation. Um,....to strengthen the students' oral

241. explanation I give them another chance to read the explanations

242. of the words I write on the blackboard. This helps the students

243. to remember the words for a longer time.

244. Tad: so, ah,  what can you say about your, ah,  vocabulary

245, consolidation practice?

246. TA: well, ah, teaching does not mean the students have learnt

247. what you taught them in a lesson. I have to try to give

248. them different chances to help them learn something in a

249. better way. I don't feel it is enough to ask students to study

250. at home because they may not study things I tell them to

251. Study in class.

252. Tad: How did this routine develop?

253. TA: It happened slowly, little by little.

254. Tad: can you tell me more how it evolved?

255. TA: Early in my teaching experience, I was trying to help

256. students to develop their vocabulary knowledge because, ah,

257. I believe that vocabulary knowledge is important. So I

258. was encouraging them to study meanings of words. But the

259. change was not this much. In tests they were scoring few

260. marks. When I asked them to tell me meanings of words I

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261. taught them, they couldn't remember. All this, ah, didn't
262. discourage me. I continued to encourage my students to
263. revise words they learnt in class and then tell me without seeing
264, or referring their exercises. I began to see little changes. Then
265, I changed my method and I began to ask them to make
266, some revision in class and close their exercise books and
267, tell meanings of words. Through time I saw improvements in
268. my students. That gave me some hope. And I continued to use
269. the consolidation technique as one means of helping students
270. to learn new words.
271. Tad: Let's go to the exercise given in the book. I think you used
272. two different approaches to present the exercise. In the first
273. two exercises you were directing your questions to whole
274. classroom and asked for volunteers to answer your question,
275, in the third activity that dealt with verbs 'to take' and 'to last'
276. your gave them guidance. Why did you use a different approach in
277. this particular activity?
278. TA: well, this activity was relatively difficult for the students to do
279. t independently. Um ...They had to gather information from
280. each paragraph and construct meaningful sentences using
281. the verbs. In this case I had to give them examples. That is why
282. I changed my teaching approach.
283. Tad: do you think the lesson was successful? why?
284. TA: I think it was successful because the students were busy
285. doing the exercises and were able to complete them on time. My
286. questions were directed first to the whole class, but I gave chances
287. to volunteer students because ah, I feel, um...that if I asked
288, individuals who did not know the answer or were not ready to do
289. that, they would be embarrassed. They would be ashamed. By
290. doing that I feel that participation would be increased.

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291. Tad: Do you think you have taught all the students?

292, TA: well, ah I can't say like that because there are

293. Individuals who are not really doing things I expect them to

294. do. Um....their attitude to learning is not good.

295. Tad: can you think of other alternative approaches if you

296. were given the opportunity to teach the lesson?

297. TA:  I focus on volunteer students to answer questions. I

298. don't force students to give answers of they are not willing

299.  This is the  change that I have made to ,ah... help and

300. encourage students who have low moral or interest to learn.

301. For example, if you take students of Section D, the class you

302. observed today, they don't behave properly in class. They

303. don't bring their books. They always create problems.

304. On my part, I have tried many times to advise them

305. but...but they have not changed their behavior. So I don't

306. think change in, ah... method of teaching solves such

307.  serious  problems.

308. Tad: Then what should be done to improve this situation?

309. TA:This is beyond my power. But, I think, parents, school

310. administration and others can take action to change

311. students' attitude to learn"

312. Tad: do you think the content of the lesson was important

313. to students learning?

314. TA: yes. as I have said earlier students can use the new

315. words when writing and speaking. When students learn

316. more words they can express themselves easily, they can also

317. understand materials they read. Um,,,They can get many

318. advantages. The problem is, ah, students don't study the new

319. words and they don't use them daily because we all use

320.Amharic when we communicate with one another. Other

321. subject teachers don't try to encourage students to ask

322. questions in English. Some teachers even teach their subjects

323. in Amharic. we don't encourage our students to speak in

324. English generally.

325. Tad: you, as an experienced English teacher, what is your

326. self-awareness about language teaching? Do you feel o.k.  about

327. the approaches and methods you have been using or you want

328. to make a change? If so what personal goals do you have?

329. TA:  Teaching English is not easy as some people think. It is not

340. only, ah, about making effective preparation. But, …but  also

341. about knowing students' interest to learn, and, and…ah, goals

342. they want to achieve. These are important points a teacher should

343. take as part of his teaching responsibility.

344. 3Tad:  what kind of responsibility? Can you tell me more about 345.

345. this?

346. TA: well, um, we need to identify students' problems. Then discuss

347. about their problems. This can be done during teachers' meetings.

348. Tad: So do you carry out such meetings in your department?

349. TA: No. we don't. We mostly talk about minor things. Ah, There

350. is no as such an organized group discussion. The department

351. head or the school management call you when a

352. problem comes. And these are not mostly about problems

353. each teacher faces in the classroom. Mostly they are

354. about students' discipline problems, matters like

355. examination administration and so on.

356. .Tad: Ok. I think something must be done here. I think this is

357. a very important issue that the school should look into.

358. Tad: Ok. One last question. Do you have any question to

359. raise regarding the language teaching? Or the lesson you

360. taught today?

361. TA: well, umm… motivating students to learn language is
362. important. But how do motivate them? Some students' have a
363. desire to use English in school and even outside. Others don't have
364. such desire. Even they are not willing to do activities you give
365. them as home work or class work. How can a teacher
366. motivate such unwilling students? I really don't know.
367. Tad: thank you very much

### Transcript 3: Grammar teaching

368. Tad: Thank you for coming to our third post-lesson interview session. I think
369. today's lesson was interesting. Can you tell me about your lesson?
370. TA: The topic of Unit Three is' Taking Off. The grammar teaching was on
371. verb forms followed by the infinitive and the '-ing'. The students had to find
372. out from the reading passage, ah, sentences which carry both verb forms. I used
373. the reading passage as a source to teach the grammar lesson. l also used, ah, all
374. the activities given in the text book
375. Tad: what were your objectives?
376. TA: My objectives were, ah, help my students to identify verb forms
377. That are followed by the infinitive and the '-ing'. and use them correctly in
378. their own contexts.
379. Tad: What were your approaches to teaching the
380. grammar lesson?
381. TA: Iwas teaching grammar in a theoretical way. Nowadays I check if the
382. grammar item I am going to teach is based on the reading passage. If it is
383. based on the reading passage, I try to encourage students, ah, read the
384. passage again and find verb forms used in it. I also use activities given in
385. the book. Today, I started the grammar lesson with the first activity. I did not
386. tell them about forms of verbs they were going to learn. I just asked them to
387. do one activity after another so that they can learn more by themselves. I
388. started the lesson with the first activity, ah, which was easy for the students
389. to understand and identify one type of verb form. I asked them to individually
390. try an activity and then discuss things together and produce something

391.  they understood. This was how I taught the lesson

392.  Tad: you said you started with the first exercise. Why did you decide to

393.  start with the first exercise? Is that because you want to begin from what is

394.  given or you have some other reason for doing so?

395.  TA: ah, I think the activities were appropriately arranged.

396.  Tad: what do you mean by appropriately arranged?

397.  TA: I mean, ah, the exercises were sequenced from easy to difficult

398.  ones. Students did not have problems to do the exercise. The activities were

399.   easy for the students to understand how the verb forms were used, ah,  I mean

400.  the context was easy for them to understand. All of them were, all of them were

401.  meaningful contexts.

402.  Tad: what about classroom interaction? How do you describe it?

403.  TA: This section's students are generally active. Their classroom

404.  interaction was very good. They had individual, pair, and small group

405.  discussions. They also made practice in pairs and presented to the class. It

406.  was very interesting.

407.  Tad: so what is your understanding of the teaching and learning of grammar?

408.   TA: I think grammar is key to language learning. Students should be

409.  given chances to work together, practice the grammar item we want them

410.  to master and produce something they have learnt. This is the reason why I

411.   was asking students to present the result of their discussions.

412.  Tad: so you believe that the way you presented the lesson helped students to

413.   show their comprehension of the grammar item?

414.  TA: yes. Students should show what they learnt. And grammar teaching Is

415.  suited for this. It is relatively easy to see students' learning outcome

416.  when compared to other skills.

417.  Tad: what is your rational?

418.   TA:. You need to systematically teach grammar. You give them enough

419.  exercises so that they can see its usage and discover the rule of grammar

420.   by themselves. If students master the usage of a grammar item they can

421.  correctly use it in the appropriate context

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422. Tad: Ok, let's talk about lesson evaluation. Do you thing the lesson
423. was successful?
424. TA: yes it was successful.
425. Tad: what conditions contributed to the success of the lesson?
426. TA, ah, it was successful. There are reasons for this. One thing is student
427. interest. Students were very interested in what they were doing. Also the
428. tasks were easy. Students were able to practice and produce something they
429. learnt from the lesson. In other wards my teaching method was student center.
430. I did not teach or tell to the students the different verb forms. I asked them to
431. do different exercises in pairs and groups and identify the forms and produce
432. their own sentences.
433. Tad; so can I say you are comfortable with the style of teaching you have used?
434. TA: Yes. if students are given opportunities to work together on tasks, they
435. can learn a lot. This I have said before. If students are encouraged to learn
436. this way, I believe, little by little they can take responsibility for their
437. own learning.
438. Tad: what or who is the source for this knowledge?
439. TA: I remember a workshop organized by the American Embassy. The
440. experts' method of teaching was communicative. In the workshop we had lots
441. of talk, pair work, group work and discussions. At the end of each of
442. these activities, we had to produce something of what we discussed. I have
443. been influenced by their method of teaching. Ah, I learnt a lot. I use different
444. groups to teach grammar lesson. I have also another model who influenced
445. my way of teaching grammar. He is a teacher at Addis Ababa University. When
446. he taught grammar, he selected sentences with similar patterns, and put them
447. on the black-board and get us deduce rules. This way of presenting a
448. grammar lesson was clear, easy to follow. I use his method when I
449. teach grammar.
450. Tad: all this is related to success of the lesson. let's continue with that. Do
451. you think the content of the lesson was important for students' learning?
452. TA: yes it is important. They can use the verb forms in appropriate contexts.

453.    For example, in job application letters.

454.    Tad: Good. what about students learning. Do you think you have taught all

455.    the students? .

456.    TA: well, I did not actually teach them. As I said above  I was facilitator. I

457.    .encouraged students to be in different groups and asked them to do different

458.    tasks. Most of the students had active roles. few students were not as active

459.    like the other students.

460.    Tad: what do you think are problems of these students?

461.    TA: well this can be related to culture or language background of the

462.     students. Some of them don't have as such problem of language. They can try

463.     to express themselves. But they are not willing to do that because they

464.     are shy. This can be culture problem.

465.    Tad: So, can you think of another alternative approaches to teaching

466.     the lesson?

467.    TA: ah , it is difficult for me to precisely say this should be done. It is

468.    about culture. What can I do with students who are shy?

469.    Tad: let's talk about your self-awareness. Earlier you said that you

470.    are comfortable with the student-center method. What is your perception

471.    about this style of teaching grammar?

472.    TA: I think I have said something about it before. If they are given

473.     opportunities to work together,  I believe, little by little they can

474.    take responsibility for their own learning. They will not always depend on

475.    teacher to give information or knowledge they don't have. But this does not

476.    mean that my role is only facilitating students' learning. I have to learn

477.    more about teaching. Teaching is learning. I should learn more from my

478.    own teaching experience and other teachers' experience about how

479.     language should be taught.

480.    Tad: one last question. Do you have any question to ask about your teaching

481.     of language? It could be about the grammar lesson you taught today or

482.     language teaching in general.

483.    TA: Well, in the grammar class, I feel that students were

484.      tired because I gave too much load. But they were able to do most of the work

485.      . In the other sections that I teach. I don't see such moral and interest of students

486.      to do class activities. I don know why?  The problem of the students is

487.      they don't have good language background. This is a serious case.

488.      And this can't be solved only by me or another individual teacher.

489.      It needs system change. Ah, in the system an individual teacher

490.      canplay  a role. For example, to improve students English

491.      background, I think it should start from the first grade. And then

492.     come up to  higher levels. Special attention and value should be

493.      given to learning English. Parents should give support to their

494.      children's learning of English by supplying them with additional

495.      reading materials and encourage them to speak English by

496.     avoiding shyness so on.  In my part, I am trying to develop a new

497.     teaching method because I don't  want to continue the same old method of

498.      teaching.

499.     Tad: thank you very much for your genuine responses.

## Teacher B: Post-lesson interview transcripts

Transcript 1.  Teaching of Reading

1. **Tad (Taddese):** thank you for coming to our first post-lesson
2. interview. All questions I am going to ask you are related to what
3. you did and said in the teaching of reading. ok?
4. TB (Teacher B): Ok..
5. Tad: your today's lesson was about reading comprehension.
6. Can you tell me about your lesson plan?
7. TB: eh… all my teaching plans are based on the yearly and
8. semester plans we have set in our department. And these are
9. based on the textbook we use to teach
10.    Tad: so, are you expected to cover all the units and sub-

**11.** units and    exercises provided in the text book?

**12.** TB: Yes. ...I always base my teaching plans on the yearly

**13.** plan. Based on this I prepare the semester plan. Then, ah,...

**14.** the weekly plan is prepared based on that. And I follow my

**15.** daily lesson plans and teach the different language skills as

**16.** they are given in the students' text books. For example, ah, when

**17.** I teach reading, I start from the first exercise and I go to the

**18.** next, and the next. But sometimes I start with easy exercise and

**19.** go to the Difficult ones. I do this because students

**20.** learning background is different. Some students are able to

**21.** do activities you give them. Low achiever students may not do

**22.** that. So I make changes to help these students to start from

**23.** easy exercise and do the difficult ones.

**24.** Tad: Good. What were your lesson objectives?

25.TB: My objectives were developing students' abilities to identify

26. topic sentences, and supportive sentences. Ah.. Understanding

27. main points of the passage, ah.. and also guess meanings of words.

28. Tad: Ok. what were your approaches to teaching that lesson?

29. TB: Um...I  gave the students enough time to read the passage

30. silently and answer questions. They read it again and again.

31. Tad: O.K. What about your method of teaching?

32. TB: ah ... the method I use is simple. I always give them clear

33. instruction to follow. For example, in teaching

34. reading comprehension, I always make clear instruction. I tell them

35. to silently read and answer questions that I ask.

36. Tad: Do you think the content of the lesson is important to students'

37. learning?

38. TB: yes. The passage was about How Writing Developed. So they tried

39. to know the main ideas of the passage and they can tell or write

40. about it in their own way.

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41. Tad: Good. what type of grouping arrangement did you use?

42. TB: I didn't group students. The first activity was silent reading, and

43. the students were expected to read silently and answer questions. .

44. Was what they did. After that I asked individual students to answer

45. questions. It was individual work.

46. Tad: what were the activities you planned for the students to do?

47. TB: ah.. in the reading lesson, I planned different exercises.

48, For example, students silently read and answer scanning

49. questions; guessing meanings of words and completing sentences

50. Tad: Ok. In class I was able to observe that the class room climate

51. Was so much quiet . Students were well behaved. How did this

52. happen?

53. TB: ah,... when I teach I want the students to be attentive. When I

54. Ask students to answer a question, other students should listen to

55. what

56. their classmates say. So I believe that teaching and learning require

57. effective listening... they should respect rules that I tell them to

58. respect. If there are no such things  in the classroom, teaching and

59. learning activities could not go smoothly.

60. Tad. What is your source for that knowledge?

61.  TB:"I learned many things from my teaching experience. One good

62. experience is about handling students' behavior. Some students

63. come to class without their learning materials. Others come late for

64. class. Again in class they shout; they don't show good discipline. So

65. to solve these problems, at the beginning of the school year, I inform

66. them what they should do when they come to the class. I seriously

67. follow the rules and I always remind them to follow that and they do

68. it. I have found this technique effective to control students' class

69. room behavior. This is what I got from my teaching experience. I

70. didn't get it from teaching experts or by reading books but through
71. my teaching experience. That's it.
72. Tad: Good. what type of grouping arrangement did you use?
73. TB: I didn't group students. The first activity was silent reading, and
74. the students were expected to read silently and answer questions.
75. That was what they did. After that I asked individual students to
76. answer questions. It was individual work.
77. Tad: you are right. But why only individual work? I think I, ah, think,
78. you could have tried other forms of grouping. For example, pair
79. and small group. What do you say about this?
80. TB: It was possible to use such techniques, but most of the time I
81. find students discussing things not related to their work. In a group
82. work, one member plays an active. Role. Ah, the other members are
83. passive.So to solve this problem I use individualwork most of the
84. time.
85. Tad: let's come to another point. In today's class, I, think, you spent
86. some time giving explanations about correct pronunciation of a
87. word. Was that in your lesson plan?
88. TB: No.
89. Tad: so why did you want to spend time on that?
90. TB: Students should know how to pronounce such words. The word
91. record should be read as a noun and as a verb they must learn it.
92. Tad: I agree. The students should be taught about it. what I I am
93, saying is your digression to that point took time. As a result you were
94. able to complete the task you started to discuss with the students. I
95. think you understand me.
96. TB: ah, yes. I want to use that time. The students don't have a
97. chance to learn about pronunciation. There is nothing about
98. pronunciation in the students' text book.
99. Tad: what is your knowledge and experience about the teaching of

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100. reading?

101. TB: my knowledge about teaching reading is students should

102. silently read and answer questions. This is my experience. Silent

103. reading is appropriate because students should read it individually

104. and answer questions.

105. Tad. Ok if that was what you wanted students to do, how have

106. found the students' background knowledge about such type of .

107. teaching a reading lesson?

108. TB: ah, all students don't have similar language base. Ah, because

109. Of this majority of them are slow readers. They don't finish exercise

110. in time.

111. Tad: Do you think the lesson was successful?

112, TB: well, I can't say yes. Class room discipline was good. few

113. students Were participating in answering questions. But I can't

114. finish that last exercise because I took time discussing about the

115. pronunciation of the word 'record'.

116. Tad: in this case, can you think of another alternative approach to

117. teach the lesson you were to teach it again?

118. TB: well, I don't think my approach is wrong. If there is something

119. important to teach the students I have to teach them. Pronunciation

120. is an important skill. So when I find it important, I should help

121. students to know about it.

122. Tad: what is your self-awareness about the teaching of language?

123. I mean, do you say the method you have been using made you

124. feel confident in teaching a reading lesson or you sense that

125. some improvements are needed? If so, what aims can you think of

126. for your future personal growth and development?

127. TB: ah, teaching reading comprehension is difficult because some

128. passages are difficult for students to understand. This does not

129. motivate them. Because of this I sometimes start from teaching .

130. vocabulary and go to  the main reading. This, I think, motivates
131. students to read.
132, Tad: Ok. do you have any question to ask about the teaching
133. of reading?
134. TB: Well, ah … most of the time students don't have interest in
135.  doing reading comprehension activities because they don't have
136. Enough vocabulary knowledge to read a passage and answer
137. questions. Ah, I feel that my students need to improve their
138. vocabulary knowledge but I don
139. know how to do it now.
140. Tad: thank you, sir.

### Transcript 2:   Vocabulary Teaching

141.Tad: Welcome to our second post-lesson interview. Let's start our
142. discussions. Ah.. can you tell me something about your
143. lesson preparation.
144. TB: In the vocabulary section I planned to teach different
145. vocabulary exercises. Ah,  today I tried to make students do part
one of the vocabulary exercise. In this part the first activity was
filling-in blanks with the italicized words. And the second exercise
was about constructing sentences using the new words.
Tad: ok. can you tell me how you started the lesson?
TB: ah, first, I asked students to tell me words they remember
or have studied from the reading passage. Then we did the first
exercise filling blanks. Then constructing sentences,
Tad: what were your lesson objectives?
TB: ah, my objective was to see students use the vocabulary they
learned from the reading passage in their sentences and to fill in
blanks with words underlined in the passage, and
construct sentences of their own.

Tad: Ok. before starting the actual lesson, you asked whether the students had done their homework or not. And you found out that four students did not do it. and you sent them out and told them to see you later. What was your objective when you took that action?

TB: Ah... these students are new to the school. They came from another school. Ah, I don't know why they left the school they were attending. ... in our school many teachers complain that these students don't properly behave like other students This is the second time they have not done assignments. So they have to be punished for that. I will take them to the director's office so that the office can take appropriate measure.

Tad: Do you always stick to the school rules in such cases?

TB: well, yes. students should respect school rules and class room behavior systems. Ah, ... if a teacher does not implement school rules, who should do that? Students should be punished for their misconduct. Doing homework is part of learning. Unless students do different assignments, they can't learn much.

Tad: Ok. let's come to your vocab. Lesson. what were your approach to teaching the lesson?

TB: ah, the approach I used is similar to what I use in other lessons for example, first I collect homework. If I have not given any home work, I start the lesson by giving introduction. I sometimes ask students questions about what they covered before. Sometimes I want students to ask questions about the topic they finished before. and so on.

Tad: what was the method you used to teach that lesson?

TB: I asked them to tell words they studied from the reading passage. Then we did fill-in exercise. They also tried

to construct their own sentences using new words.

Tad: what grouping arrangement did you use to make the students do the different activities?

TB: about grouping students, um... the tasks to be done were clear. They were individual work. Students know it. they did that. Then I asked students to answer individually to answer or write their answers on the black board.

Tad: Ok. as you have mentioned, you began your lesson by asking students to... to recall words they studied from the reading passage. Why did you want to start your lesson by asking students to tell you words they remember?

TB: You see vocabulary learning can be done in different ways. Ah,...I remember how I learned vocabulary in my school days. Our teachers were asking us to study words by heart. And...and we were always trying to study new words. We...ah, were telling correct spelling of words. There was competition. We were competing to remember all new words and stand first in tests. This was very interesting and motivating us. This is how I learnt vocabulary. This method have helped me to know... .to improve my vocabulary knowledge. I use this method to help my students remember more words. I believe it can help them.

Tad: that is interesting. but if you remember you had given the students home work which included vocabulary items you did not finish during the reading lesson. How did you expect   the students to remember words they have not been properly taught?

TA: well, the home work was to help them do the exercise and learn by doing.

Tad: if you remember, it was only three students who Tried to remember a piece each. And, I think, because you felt

that you could not get more student participation, you just
moved on to the Fill-in exercise. So what was your feeling
when the students did not give you more words from
their memory? I mean class room interaction?

TB; well, I don know. They didn't study the words.

Tad: ok. let's talk about the other activity- ah
constructing sentences. you wanted the students to write out
their sentences on the black board. what is the importance
of having students do that?

TB: Well, I think it is good to see how correct grammar they use
 in their sentences. grammar is the other important skill
students should know

 Tad: But the exercise was about using words in their
own sentences. why didn't you focus on how they used the words
in sentences?

TB: ah, they write they should apply correct grammatical rule.

Tad: Ok. so your focus was on grammatical correctness?

TB: yes.

Tad: When  you asked them to write their sentences on the
black board, no one showed interest. And you started calling
out individual students to try to do the writing. what was your
aim in getting the students do that?

 TB: I wanted interested students to show how they have done
the work  and the others would be encouraged to do the same.

Tad: so do you think you have achieved this goal?

TA: Well many of them did not show good class
participation because they are afraid of making mistakes.

Tad: so in this case what other alternative approach can you
think of if you were to teach the lesson again?

TB: well, when I teach any lesson, my role is to encourage

students to participate in class discussions. But, ah, many student do not even try to learn from their class mates. There are few students in each class who try difficult things. And they are successful. So I expect the other students to learn from their friends. But they don't do that. The problem is they are not interested to do that.

Tad: so don't you think that this problem can be solved by creating or using other active learning methods like pairing or grouping students so that they can learn from each other?

TB: I don't think grouping students solves the problem. The problem is, umm.... they are not interested to learn.

Tad: Why don't you just try and see for yourself whether pair work, group discussions and other learning techniques can help students' improve classroom participation?

TA: Asking volunteer students is a good way. This is because passive students can learn from, ah, volunteer students.

Tad: Ok. Do you think the lesson was successful?

TB: yes. ah,.. because the three planned activities or Exercise were completed. Some students were also participating in answering questions.

Tad: so can you say you have achieved your lesson objectives?

TB: I think so. students tried to construct sentences of their own and also tried to participate in the fill in exercise.

Tad: Ok. let's talk about your self-awareness. you are an experienced English teacher. Can you tell me about your self-perception as a teacher about teaching of vocabulary or the teaching of language? I mean are you comfortable about the approaches and methods of teaching you have been using? or you think you need to make some modifications on your approaches or methods or techniques? If so, how?

TB: well, ah, I understand that vocabulary knowledge
is important. Because it helps us to express our ideas. So we
need to study words and use them daily. I tell my students
all this. But I don't see them do that. I don't know how I can
make them do or practice that. Can you suggest one to me ?
Tad: my last question. Can you raise any question or doubt
 you have about the lesson you taught today or on
language teaching in general?
TB: well, I always ask my colleagues for some advice on what to
 do with the low morale or interest of students in learning
English Their ideas are not different from my ideas. They
say students do not have interest to learn new things. So, ah
how can I raise students interest to learn? This question is
 very important. We should think and answer this question. It
is a serious problem.
Tad: Thank you.


Transcript 3:  Grammar Teaching

285. Tad: thank you for coming to our 3rd post-lesson interview. As we did
286. before we are going to talk about the grammar lesson you taught
287. today.Ok? I think the class was a bit messy. Students' behavior was
288. not like the ones you had previously.
289. TB: yes. That is a new class. That was my third time to teach this
290.  class. the teacher who was teaching that section had left the school
291.and I am assigned to take that.
292. Tad: Any way let's come to the core points of our discussion. What was
293. your work plan to teach that lesson?
294. TB: ah,  the semester plan is the base for my work. According to
295. that I planned to cover exercises given in the students' text book.
296.Tad: how did you start the lesson?

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297. TB: well, I asked them to read a short passage on the 'Roman Bath'
298. and underline passive voice sentences used in that passage. I did
299. this because I wanted to know if the students could identify
300. passive sentences.
301. Tad: what was the students' effort like?
302. TB: As you may remember they were not able to identify passive
303.  sentences. I don't know. They couldn't easily do the activity. That
304.  was why I wrote all the passive sentences on the black board.
305. Tad: that's right. But do you think that was a correct way to make
306.  students learn?
307.  TB. I think it was right …. When students are not able to answer
308.   questions, a teacher should give them full information about it. and
309.   this is the teacher's duty. Above all a teacher is one who has the
310.  knowledge about something, Therefore, should pass his knowledge
311. effectively. If he does not do this ah,… he is considered incompetent
312. by the students.
313. Tad: How did you come to know that students have such kind of
314. thinking about  a teacher?
315. TA: I have good evidence for this. A friend of mine was accused by
316.  his students. They told to the director that he does not teach them
317. properly. He always spends time by asking questions. …ah I know this
318.  case".
319. Tad: Ok….so you don't want to be accused like your friend. So is that
320. the reason why you chose  a teacher-center method of teaching?
321. TA: No…. No. I don't mean that. I believe that when students are
322. passive, I have to make them active by teaching them first.
323.  Tad: so if your view about teaching and the teacher is like that, How
324. about the students? Do you think they are passive knowledge.
325. recipients or are creative  learners?
326.   TB: ah, It depends on students' interest and attitude to learning.

327. This class, for example, ah, the students don't have the appetite' to
328. learn. ah, they are passive. They want the teacher to feed them
329.everything.
330. Tad: Ok. what were your lesson objectives
331. TB: ah, my lesson objectives were making students understand the
332. form of passive voice sentence. And the other was making them.
333. understand the different uses of the passive sentence.
334. Tad: so to achieve these objectives what was your teaching approach?
335. TB: My approach was simple. In the grammar lesson I planned to teach
336. four activities.  I started with the first exercise. I asked individual
337. students to explain what a passive is, but they did not give correct
338. definition. In case of this I had to teach them everything
339. Tad: why do you need to rush to giving explanations? Why didn't
340. you try to use other teaching technique that encourage students to try
341. to learn on their own?
342. TB: I think you have seen the students. They were not
343. actively participating. I asked them to try but … they were
344. silent. So in this case I have to teach them.
345. Tad: Ok. what was your grouping  arrangements like?
346. TB: it was individual work.
347. Tad: "Why did you prefer the students to do all tasks individually,
348. when you could have used other grouping arrangements?
349. TB: I asked students to do each exercise individually because of two
350. reasons: one, as you remember, the students were making, unnecessary noise. So, individual work can. reduce their noise. and make them focus on their work. Second, tasks can be completed.

355

according to my plan. Ah, one period is short to. So I wanted to use my. time effectively

355. Tad: what are essential strengths of the lesson you taught?

356. TB: I planned to present the lesson by using two activities. i gave the . 357. definition of a passive voice. I have done that. Students have learnt the 358. grammatical rule and meanings of the passive sentence. This is

359. a strength.

360. Tad: Do you think the lesson was successful? Why?

361. TB: well, students were not active in doing the activities. but one thing

362. I succeeded was that I controlled students behavior. They are difficult 363. students. so I was trying to make them follow discipline.

364. Tad: But students were asking you about problems they faced to

365. an activity related to a picture they couldn't read because bad print,

366. and others were asking to get more examples. However, you did not try 367. to make things clear. What is your comment on this?

368. TB: well, the instruction given was clear. The students were simply

369. complaining because they were not interested to do the activity.

370. Tad: Can you think of another alternative approach or method you

371. could have used to teach the lesson.?

372. TB: I think the method I used is the simplest or the easiest one. I gave 373. them explanation and notes. This is what most students want. Unless I 374. give them such notes, I don't think they will learn. The problem is

375. students don't have readiness to try to learn on their own. They want 376. the teacher to feed them everything.

377. Tad: Do you think the content of the lesson is important for students 378. learning?

379. TB: yes. they can use the passive sentences in different ways. They can 380. change one active sentence to passive by changing the form of the

381. verbs and the place of the subject and the object.

382. Tad: "What is your self-perception as a teacher about the teaching of 383. language? Do you think the methods or techniques you have been

384. using were appropriate or you feel that there is some discomfort and

385. therefore you need to make some kind of

386. modifications in future?

387. TB: my awareness is that students should have interest to learn. this

388. is an important point. But unless the students try to change their

389. learning behavior, you can't teach them effectively. That is my point.

390. Tad: my last question. Do you have any question that you would like to

391. raise about the teaching and learning of vocabulary?

392. TB: No.

393. Tad: Thank you very much.


## Teacher C: Transcripts of Post-Lesson interviews

### Transcript 1. Teaching of Reading

1. Tad. Thank you for coming to the post-lesson interview. All the

2. questions I'm going to ask you are directly related to the work

3. you did. Ok?

4. TC: Ok.

5. Tad: can you tell me something about your lesson planning?

6. TC: Alright. My plan was to teach reading. Um… and the lesson

7. had three activities: pre-reading, main reading and answering

8. comprehension questions.

9. Tad: Good. can you tell me what your lesson objectives were?

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10. TC: Ah... my lesson objectives were: helping students to read and
11.   understand the content of the passage, to understand different
12.   words,, understand the writer's attitudes and opinions.
13. Tad: what specific reading skills did you want the students to learn
14.   or develop?
15. TC: Um... I wanted students to answer the pre-reading questions,
16.   and guess or ... or predict the content of the main passage. I also
17.   wanted the students to ... to learn how to identify topic sentences
18. and make inference.
19. Tad: Ok. when I look at the organization of your scheme of work,,
20. I can sense that you made changes. For example, you adapted the
21.   pre-reading questions provided in the students text book. what
22. motivated you to do that?
23. TC: you see, teaching comprehension is difficult part. That's why
24. I tried to make the pre-reading questions easier. Because when I
25. look at activities or exercises and questions given in the text book,
26. they are not as simple as they appear to be. They are difficult for
27. the students because they have poor English learning background
28. . so ah... when I relate the students ability to the tasks they will
29. do, I feel that they are helpless. So ...um in this situation, I say to
30. myself ' I have to be creative to help them learn better. when I was
31. at the teacher training institutions, pedagogic teachers were
32. telling us to be resourceful. You see, one way to be a resourceful
33. teacher is to be creative. So I sometimes prepare my own
34. questions. And to do this, it only needs your willingness to
35. evaluate what you are going to teach and make some changes in
36. your lesson presentation. And you do this to help students to learn
37.   in a better way.
38. Tad: that's good. But does the school curriculum give you the
39. space and time to do that?

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40. TC: No problem, I am teaching the same material other teachers
41. use. There is nothing that restricts you not to be creative or
42. resourceful. In fact, formally or informally we discuss about lesson
43. presentations, and my colleagues always say that we should not
44. be rigid in our approaches. And. and I have found their
45. suggestions useful. So whenever, I want to make changes I do.
46. Tad: it is good that you adapted the pre-reading questions provided
47. in the text. I can also feel that the pre-reading questions provide in
48. the text book could have been difficult for the students to attempt
49. But ... but, I think, you took too much time in asking the
50. students to tell you more about the cultural, social and other
51. related issues. Don't you think that you had gone away from the
52. main focus of your lesson? I mean from teaching reading
53. comprehension.
54. TC: Ah, yes. but this is important. Students should know about
55. their cultures. We should encourage them to learn about these.
56. I think education is not only teaching language. We must
57. also teach them such things,
58. Tad: Ok. but the students were using their mother tongue.. you did
59. not tell them to use English. Does this not contradict with what
60. you said earlier about the students' poor English background, and
61. your desire to help them improve that?
62. TC: you see, I don't want to force them to answer in English. If I
63. do that they will stop communicating. I sometimes keep quiet
64. when they use their mother tongue. But when they answer
65. questions, I encourage them to use English. This, I think,
66. motivates them to improve English little by little.
67. Tad: Ok. what was your approach in teaching the lesson?
68. TC: Ah, as I said before, teaching reading lesson is difficult. So
69. when I find activities given in the textbook are easy, I directly

70.    follow what is given. But when ah, … when I feel that the different

71.    Activitiesaredifficult for the students to do, I make changes so that

72.    they can be motivated to do the exercises.

73.    Tad: Ok. what specific method did you use to teach the reading

74.    lesson?

75.    TC:  My method was student center method. I asked students

76.    to discuss in their groups and report answers

77.    Tad: let's move on to the classroom organization. What kind of

78.    group arrangements did you use?

79.    TC: Ah, the students were almost sitting in a group to share a book

80.    and they were doing class activity.

81.    Tad: But the students were noisy. It was difficult for me to observe

82.    or to understand what students were saying when answering your

83.    questions. Do you think the kind of group arrangements that

84.    students formed, and the noise they were making were conducive

85.    for managing students' learning?

86.    TC: well, groups of students were sitting to share a book and  I

87.    feel that they were discussing about the activities I gave them

88.    to discuss. When I find students making noise, that was out of

89.    the topic, I just look at them seriously, and they stop talking.

90.    This is how I keep classroom disturbances.

91.    Tad: Ok. if you say that system worked well, how did you establish

92.    that sort of class room rule or…ah, practice?

93.    TC: This is what I do when students disturb. And they know my

94.    behavior. I don't shout at them for their misbehavior. This is not

95.    good. I just look at a student or group of students seriously. That

96.    is a message for them. They know it. They focus on their work.

97.    Tad: Ok. When a student shouted an answer, be it right or wrong,

98.    you were directing  it to the whole class. Why were you doing like

99.    that?

100. TC: Ya, I was doing like that. First I wanted the students to be so
101. attentive in class. Second, I wanted students to fully participate.
102.  You know, ah, they can also develop confidence in saying this is
103.  correct, and that is not correct. they must not wait for me to give
104.  them the correct answer.
105. Tad: Do you think the reading lesson was successful? why?
106. TC: I can't say it was hundred per cent successful.
107. Tad: Which part of the lesson was successful? And which part of it
108.  was unsuccessful? Why?
109. TC: Ah, answering the pre-reading questions was successful
110. because, you see, students were interested to tell about the roles
111.  of their parents. I think it is morally appropriate for me to teach students
112.  not only English language but also educating them other general life issues. I
113. think I have succeeded in this part. But  students didn't answer the
114.  other comprehension questions appropriately.
115. Tad: why do you think that part was not done appropriately?
116. TC: ah, because students answers were based on guessing.   No
117.  one gave an answer supported by facts from the reading passage.
118. Tad: So what do you think was the real problem of the students?
119. TC: I think the students couldn't understand the content of the
120.  reading passage because of lack of good English learning
121. background.
122. Tad: let's see the problem from another angle. Do you think you
123. gave them clear instruction or guidance as to how they should do
124.  the activity? I mean did you tell them to try to do the activities
125. individually and then discuss in small groups so that they could
126.  get a better opportunity to share ideas among themselves?
127. TC: I think both the instructions given in the book and
128. my instruction were very clear.
129. Tad: Did you discover anything new or unusual thing when

130. teaching the lesson?

131. TC: Ah, there is nothing new. But students always make noise.

132. I don't know how to solve that problem. I don't want to take strong

133. measure. This is my personal feeling.

134. Tad: you said earlier that answering reading comprehension

135. questions were difficult for the students because they could not

136. understand the content. What other alternative style of teaching,

137.  can you think of, if you were given the opportunity to teach that

138. lesson?

139. Tad: Ok. this is a good idea. You have been teaching English for

140. several years. What is your self-awareness about your teaching

141. language? Do you say that the methods, and teaching techniques

142. you have been using gave you confidence in your teaching or you

143. feel that there is something that you want to improve as part of

144. your personal professional growth and development?

145. TC: I really enjoy teaching. Because I deal with students who have

146.  different interests and backgrounds. In this case I want to make

147. effort to help students. if all teachers share ideas about good

148. teaching, we can help our students. I think a beginner teacher can

149.  learn from another teacher who is experienced. And this can

150.  happen when all of us have positive attitude towards

151. learning from others. And one way to implement that is

152.  through CPD( Continuous Professional Development)

153. programmes that are given in every school.  Training is key to

154.  all of these.

155. Tad: this is very interesting idea. One last question. Do you have

156. any question you want to raise regarding your teaching and

157. learning of language?

158. TC: well, you see as I said above, providing training for teachers is

159.  very important. CPD programs that are given in schools are, I

160. think, important for teachers. the problem is " How do I get the
161. most out of these programs? The person who is responsible for the
162.  CPD tells us preparing portfolio is compulsory because our career
163.  development is based on that. But we are not trained how to
164. prepare it. we are also wanted to discuss at department meetings.
165.  But topics are not directly related to class room problems. So we
166.  don't have active participation in the discussion because the
167. topics are not from our class room problems. So we go to such
168.  meetings just for attendance. If I don't go for that meeting, i will be
169. marked absent. This is a serious problem. I don't know really how
170. that kind of CPD will help us to learn from each other.
171. Tad: Don't you have a means to report such problems and get
172. solution for it?
173. TC:  Am sorry. Nobody cares about the quality of what you write in
174. the so called portfolio. We submit a document. Nobody reads the
175.  contents and gives you feedback. Attendance of meetings is
176. reported. but nobody cares about individual teachers interests.
177. Tad: Do you have questions to raise questions about teaching the
178. lesson?.
179. TC: No.  comments.


**Transcript 2: Grammar teaching**

Tad: thank you for coming to the second post-lesson interview.
Can you tell me briefly what you planned to do in teaching the
grammar lesson?

TC: My lesson topic was about the structure ' Present participle
phrase'. But before teaching that topic, I had to go quickly
through their home work. We had to do that first. This was my
plan.

Tad: what were your objectives of the lesson activities you just

presented today?

TC: Ah, my objectives were to  see if students have done
the home works correctly and learnt some important points.
the grammar lesson I wanted students to understand how
the present participle phrase is formed.

Tad: what specific skills did you want the students to learn and
develop?

TC: Ah, in the first home work exercise I wanted students to
 read the reading passage and answer TRUE /FALSE
 questions. In the second home work I wanted students to…to
 identify synonym words in the reading passage. In the grammar
 lesson I wanted them to join two sentences and make one present
participle phrase.

Tad: Do you think ….do you believe giving home work can
help them learn things on their own?

TC: Yes, I gave them home work because they can get time to do
 and learn better by doing such assignments.

Tad: Ok. what was your class room design like? I mean what kind
of seating arrangement did you make to help students do things in
 the class?

TC: well, I usually ask students to be in a group to discuss
about their class work. but they make group to share the
text book. that is the kind of arrangement I use in class. They
 don't bring books to class.

Tad: Right. 4 or 5 students were sitting at a desk. And there was
noise. Didn't that create a problem for you to teach them
effectively?

TC: No. this was not a problem. I was writing answers on the
 blackboard. So each student was told to compare his
answers with my answers.

Tad: you didn't check whether students had done their home
work? did you?

TC: No. I didn't.

Tad: why not?

TC: because students had enough time to do the tasks at home, and
therefore there was no need to spend time to deal with such activities.

Tad: so what action do you take with such students?

TC: I don't take any serious measure. I just try to convince or
tell them to do an assignment because it is by advising that
they can learn.

Tad: And how often do you find students positively responding to
your advice?

TC: Many students complete their assignments by copying from
their friends. I know this. But I couldn't stop them from doing that.

Tad: setting rules or norms of behavior is one good way to manage
students varied behaviors. Is it difficult to establish class room
rules?

TC: well, we have school rules. But if I apply school rules I will
easily go into conflict with my students

Tad: Let's come to the practical aspects of your teaching. What
were your approaches and methods you used when dealing with
the home work activities?

TC: When I gave the assignments, my assumption was students
will do the work seriously and come to class for discussion. I
expected some good performance in class. My plan was to spend
little time on the home work activities and focus on grammar
lesson

Tad: Ok. but when you asked students to try to answer your
questions, only few individuals tried to give their responses. What
does this tell you about your assumptions and expectations?

TC: well, ah, usually many students don't actively participate in
  class discussion. Clever students always try to actively participate.
  This is a fact that I know from my teaching experience.
Tad: you raised the issue of class discussion. as you will
remember, no such discussion was encouraged. You just rushed to
  write answer of both home work activities on the blackboard and
  told the students to compare their answers with yours. What do
  you say about this?
TC: well, students had enough time to do the home work at home.
  So when students come to class, ah, they don't, ah, they don't
  show active role. So I wrote answers. This saves time for me to
  focus more on my grammar lesson.
Tad: But there is one point I want you go comment on. When
  students were asking you to give some clarification about the
  answers you wrote on the board, you did not praise their effort
  nor did you pick up their questions and encourage whole class
discussion. why did you do that?
TC: well, I think, I have said that I had no enough time to teach the
  grammar lesson. if I didn't teach that they will face a problem in
  the test that they are going to have next week.
Tad: Ok. let's talk about the grammar lesson you taught today.
  What was the method you used to teach the lesson?
TC: you see, ah students learn effectively when I first teach them
  the structure. Unless I teach them that way, how do you expect
  students to know about it? first, I have to give full explanation.
  And, ah, and show them the structure then I ask them to do an
  activity.
Tad: Do you agree with me if I say that your method of teaching
  was teacher-centered? Because you took much of the class lesson
  time yourself; and students had little opportunity to discuss in

pairs or a small group and learn by themselves.

TC: I don't agree because,, ah, because students were asked to answer question on their assignment, and also they tried to construct present participle phrases by joining sentences.

Tad: Do you think the lesson was successful? if you say 'yes' why?

TC: It was successful because home work activities were completed in class. grammar activities were also good. some students were trying to answer questions I asked them.

Tad; Ok. but you will remember that the students did not finish the grammar activity. This indicates either one or two things. Either the time you assigned for the activity was not carefully planned, or the activity was difficult for the students to finish it on time. What is your comment?

TC:    Generally, students are slow in doing class activities. because they don't give full attention to the work. the other is students have no good English background. I think these are the problems that make students not to complete activities.

Tad: in this regard, therefore, can you think of another alternative method If you were to teach the lesson again?

TC: well, there are techniques that can be used. For example, small group discussion. the problem is students don't give full attention to their work. They don't use it properly.

Tad: Do you think you have achieved your lesson objectives?.

TC: I think so. students participated in answering questions because some of them had completed their assignments.

Tad: Do you think the content of the lesson is important for students learning?

TC: yes. they can use the rule of the grammar and apply it in writing and speaking.

Tad:  Ok. you, as an experienced language teacher, what is your

self-awareness about language teaching? I mean, do you think that the methods and techniques of teaching you have used have given you the confidence in teaching? Or you feel  that there are gaps that you want to fill as part of your personal professional development? If so, what are your goals and plans of action?

TC: Generally, a teacher must always try to improve his professional career. It is a must. Ah,...a teacher should discuss problems of teaching and learning with another teacher. Umm...it is also important to,....to do peer teaching. The problem is, ah, we don't give genuine feedback. We are afraid of telling the truth. After the peer observation, I tell the teacher I observed only the good things he did. I don't try to tell him his weakness. We need to get some training on how to conduct peer observation and give feedback to someone so that he or she learns from other peoples suggestions

Tad: Do you think this is easy for an individual teacher to implement?

TC: Training should be given on how to do peer observation and give feedback to someone so that he or she learns from other peoples Suggestions.

Tad: one last question. Do you have any question that you would like to raise about language teaching?

TC: Class room interaction is good for learning. I know this. But when I think about it I find it difficult to use .because students don't use it properly. I always wander how to use it in my class room.

Tad: well, I think I you said earlier you can share ideas with people.
Thank you I have finished my questions.

Transcript 3: Teaching speaking

338. Tad: thank you for coming to the third post-lesson interview

339. and discussion. Today's lesson was about debating. Can

340. you tell me briefly about your lesson plan?

341. TC: well, today's lesson was debating. I wanted two groups

342. of students to make a debate on the topic ' Cost Sharing is

343. important for college students. I gave them one week to

344. prepare for that.

345. Tad: What kind of guidance did you give them to do that?

346. TC: Ah, first I told them to collect information from

347. different sources. After that they had to prepare a speech

348. using important points. Every member had to speak

349. using his points. When both groups finished their debate,

350. students from the whole class were invited to give new ideas

351. to the group they support. After that, ah, I asked students to give

352. their vote to the group they believe had presented well. This

353. was the method I used.

354. Tad: Did you say that each member of a group prepared

355. a speech without sharing or exchanging ideas with

356. his or her group members?

357. TC: Yes.

358. Tad: Why did you do that? I think sharing ideas

359. with members of the same group helps them to collect

360. rich ideas and win the contest?

361. TC: well, I didn't do that. Ah, when I give group work, one

362. or two students do assignment, and the other group members

363. join the group without contributing anything.

364. Tad: What is your belief about individual and group activity?

365. TC: well, I know group work is important for learning.

366. But students don't properly use it. But I make students

367. do individual work because I want them to be independent

368 . and try something.

369. Tad: Do you think the topic is easy for students to

370.  do it individually?

371. TC: . I think, yes. because I told them to ask their friends,

372. like university students, their parents. Even I advised them

373. to use the internet.

374. Tad: Ok. What was your lesson objective?

375. TC: My objective was to improve the students' oral skill.

376. I mean I want them to make free speech.

377. Tad: But as you will remember all members of the two groups

378. were reading things they had written in their papers. Do you

379. think this really is an oral skill ability exercise?

380 .TC: well, I told them to use small points and make a speech

381. based on those points. But they were reading what they

382. prepared. And this I think can help them to develop confidence

383. to stand in front of the class and say something. Plus, it can

384. help them to search information from people.

385. Tad: Ok. what kind of language item did you want them to

386. Practice?. Say, did you want them to practice functional language

387. like asking  for information or how to address an audience when

388.making public speech or how to use the ideas of an opponent and

389.making logical  argument. What did you really want your students

390. to develop as part of that debating programme?

391.TC: ah, they can use words, and  grammar they studied before.

392. grammar they studied before. They are free to speak.

393.Tad: they were not speaking. They were reading things they

394. prepared.   what do you think is the root cause for the students

395. failure or inability to present their debate orally?

370

396.. TC: Of course they have language problem. But they

397. should sometimes try to speak freely on a topic. They

398. can learn many things,

399. Tad: if you know that the students have language problem,

400. why didn't you prepare them a speaking activity that they

401. have been familiar with. For example, issues related to the

402. reading passage they did in their previous class.

403. TC: well, sometimes I use speaking activities given in their

404. books. but sometimes I use topics such as cost sharing

405. because they are important for them. Some of them will join

406. higher institutions. So they can ask people and prepare a speech.

407. Tad: what is your language teaching & learning experience about

408. the development of a  speaking skill?

409. TC: well, debating programme is what I remember. There was

410. a debating programme every Friday in the schools I

411. attended. Active students were participating and

412. this was motivating us to participate and improve our

413. speaking skill.

414. Tad: so you believe that this learning experience can

415. also help your students to develop their oral skill?

416. TC: I think so. if they are encouraged to do debating, they

417. can improve speaking.

418. Tad: Do you think the debating was successful?

419. TC: Yes it was successful.

420. Tad: what criteria did you set to evaluate its success?

421. TC: the task was participatory. Members in each group

422. presented their ideas. Students have listened to that and

423 . gave their vote.

424. Tad: your idea about participation reminds me of one thing.

425. When you asked the class to give additional points to the

426. group they were in favor of, nobody was willing to give such
427. ideas. Can this tell us something about the difficulty of the topic?
428. TC: Ah, I don't think the topic was difficult. But, ah, students
429. don't want to speak in front of their friends because they are
430. afraid of making mistakes.
431. Tad: if that is so. How do you improve students' oral skills?
432. TC: well, they can improve by speaking in English. I advice them
433. to always try to speak in English. The other way to improve
434. their speaking skill is through debating. I am trying to
435. encourage them to develop their skill by participating in debates.
436. Tad: Do you think the lesson was important to students learning?
437. TC: I think so. they attentively listened to the presenters and
438. they gave their vote. This means they understood what
439. the presenters said.
440. Tad: What is your overall evaluation of the lesson? In other
441. words, do you think you have achieved your lesson objective?
442.TC: well, it is difficult for me to give overall evaluation. But
443. each member student of a group prepared for the debate,
444. and tried to present his speech. This, I think, is good. but
445. they should have expressed their ideas orally.
446. Tad:  In this case, can you think of other alternative method
447. of teaching such a lesson
448.TC: There are no books in the library that help us to develop our
449. method of teaching. That is why I used my own topic.
450. Tad: let me ask you about your self-awareness about the teaching
451. of language. Can you tell me your self-perception as a teacher about
452. the teaching of language? Do you feel that the approaches and
453. methods of teaching have given you confidence in teaching language
454. or you feel that you need to make some improvements?
455. TC: As a language teacher I should encourage my students to use

456. English when they want to communicate with students and

457. teachers.

458. Tad. What personal goal do you set for that? What actions or

459.  intervention strategy will you use?

460. TC: well, I don't know but ,ah, I follow the lesson plan:

461. Tad: Ok. Do you have any question to raise about language

462. teaching?

463.  TC: the teacher training institutions did not fully prepare me to face

464. different class room challenges. I can't solve different classroom

465.problems like student discipline, techniques in teaching speaking

466.skills. ah, evaluating lessons. Another comment is about the CPD

467. programmes or Teacher Development Programms which is given

468. in our school. We are asked to prepare portfolio. But no training is

469. given to us about how to prepare it. There is no one who evaluates

470. our portfolio work.

471. Tad: I think these are important points. Who is responsible for this?

472. TC: we give the portfolio to the vice-director.

473. Tad: so what does he do with it?

474. TC: they use it for our carrier development.

475. Tad: Ok. thank you very much.


## Teacher D: Transcripts of Post-Lesson interview
### Transcript 1. Teaching of Reading

Tad: thank you for coming to the 1st post-lesson interview. Can you
tell me briefly about your lesson plan and what you intended to
do in teaching the reading lesson?

TD: the reading passage was about Pollution. That is Air and
Water pollution. I planned to do pre-reading and post-
reading activities.

373

Tad: what were your lesson objectives?

TD: my objectives were to develop students understanding
of the contents of the reading passage.

Tad: How do you develop students' understanding of content of
a reading passage? Is that easy?

TD: Yes. Ah, teaching reading is easy.

Tad: Would you please explain it? What do you mean by easy? What is
your criteria for saying it is easy?

TD: I think, ah, teaching reading is easier than teaching other language
skills,  because the
main focus when teaching reading is enabling students to understand
the content, Ah, not the rules or system of a language. For example, in
grammar teaching I teach how the rule or system works. This is not easy
because rules change. But when I teach reading comprehension, I don't
have problems in making students understand the content, ah, because
activities which are needed are given in the text book. Students must do
all tasks. They can really enjoy doing that when I group close
friends together and allow them to be free to share ideas with their
friends.

Tad: what specific reading skills did you want the students
to develop?

TD: first, I wanted students to do the pre-reading exercise, in  doing
that they discuss in a group and share ideas. In post-reading
exercises students discuss and list examples and write topics or
titles above each list.

Tad: what was your classroom management like? I mean, How did
you organize the class to do the activities.

TD: I told students to sit with their friends, of course, boys and girls
together, and do the activities. … I like big groups more fun can come
from such grouping. Students can enjoy learning by making fun

. Also, when close

friends come together they feel safe and comfortable because they

know each other very well. This is my own experience as a student.

Tad: that may be true. But the class was noisy. I couldn't tell

whether their noise was task related or otherwise.

What do you say about this?

TD: Yes, they were shouting, and laughing. That's why I said

Students enjoy learning. When they shout and laugh, I sometimes

tolerate. If I don't allow them to enjoy, I feel that they don't learn.

Ah, I think learning is fun. When they discuss someone may tell a

joke. And they laugh. I think they enjoy and learn. But when

students over act and perform in a bad way I punish them. I force

students who misbehave to sit alone and do the class work or I

dismiss them from class.

Tad: Ok. let me ask you about other class room problem that I

observed. When you asked the students whether they had done

their homework, some students raised their hands and told you

that they did not do  the homework. Then you were going from one

desk to another talking to them individually. Why were you doing

that? The problem was one and the same. Why didn't you tell to

all of them what they should do and finish the case?

TD: Yes, I was talking to each. I was trying to correctly understand

individual problem. This I believe is giving respect to every student.

when I teach, I give respect to my students. I ask each students his

or her problem, and we agree on how to do things in future.

Tad: Great. When you got the students in such grouping

i.e, boys and girls, what was your purpose?

TD: I wanted students to share ideas.

Tad: let me put my question in a different way. What did

you expect out of the group discussion?

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TD: I see, I wanted students to learn something by exchanging ideas.

Tad: Instead of forming such a big group, was that not possible to use individual, pair and smaller group work in the post-reading activities?

TD: I did not want to use peer or small group methods because individual or pair of students can't produce rich ideas.

Tad: Ok. how did you know that the big groups produced good or rich ideas? There were no group representatives to tell you about the good work of that big group?

TD: I was randomly asking students to answer questions when they gave wrong answers, I wrote all correct answers on the blackboard.

Tad: what was your approach in teaching the reading Lesson

TD: … organizing a reading lesson is not a problem. All English teachers follow what is in the text book. in each unit, there are sections that deal with the four language skills: reading, vocabulary, grammar, listening, speaking and writing. we always try to cover all these sections and activities as much as we can. For example, in teaching reading we start from the pre-reading activity. Then we go to the different reading comprehension activities step by step.

Tad: what was the method you used in teaching the lesson?

TD: I used active learning methods. Students were discussing and answering questions.

Tad: Do you think the lesson was successful?

TD: I can't say the lesson was fully successful because the

groups were not effective groups.  Some groups were silently reading. Other groups were  loudly talking. And I couldn't control them. I don't feel that students have learned important reading skills. nnow I got all my problems. So I should change group members and use other methods to control their behaviour

   Tad: if you say so, can you think of other alternative method of teaching?

   TD: I think I can use different grouping methods and there will also be someone who will take the responsibility to present discussion results.

   Tad: Do you think the content of the lesson is important for students' learning? Why?

   TD: Yes. it is about pollution. They can learn about pollution.

 Tad: . You are an experienced English teacher. what is your self-awareness about the methods and techniques of teaching reading? Do you feel that the teaching styles you have been using so far have given you some confidence in helping students tolearn effectively?

 TD: I think language teaching is a process. So teaching language requires us to make improvements in our knowledge about the teaching of Language skills. I should try to get more knowledge about teaching and learning language.

   Tad: what do you think are the sources for that knowledge?

   TD: we can learn from our past teaching experiences. We can read books on language teaching and learning. We can also learn from other teachers  good teaching practice by observing their classes.

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Tad: this another interesting point. Class room observation is a good technique. Do you have regular programmes for classroom observation?

TD: Yes, sometimes we are asked to observe classes. By the way, we have other teacher development programmes. We have department discussion. we are also required to prepare portfolio. It is compulsory to participate in these activities. We don't have guidance or training to do them properly. But we are forced to use them.

Tad: I think something must be done here. Sorry, I have taken much of your time. Ah, do you have any question you want to raise about language teaching? Or the lesson you taught today?

TD: While I was in training institutions, I didn't get enough training and practice on how to organize groups and control students discipline. Now I am facing problems with organizing groups and other things. Many of us have such problems. Most of the time, we tolerate or ignore them. I feel that these techniques may not be good to solve class room problems. But what can we do? We don't discuss about these problems during teachers meetings to get ideas or advice from more experienced teachers.

Tad: one last question, do you have any question(s) about the teaching of reading skills?

TD: I have said that reading is a complex process. In this case how do we develop students reading skill. they don't read.

Tad: Thank you. I have finished my questions.


Transcript 2: Grammar teaching

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Tad: Welcome to our second post-lesson interview

discussion. Can you tell me briefly about your grammar

lesson plan?

. TD: my lesson plan was about conditional sentences. I

wanted to teach the students type one conditional, one in

the present tense form and the other in future form.

153. Tad: Ok. Are these parts of the content of the lesson provided

154. in the text book?

155. TD: No.

157. Tad: Then why did you include them in your lesson plan? Did

158. you have any particular reason for doing so?

159. TD: I wanted to create interest in the students. They are

160. not familiar with the use of conditionals in advertising.

161. I know that they are familiar with the use of conditionals

in science facts and conditionals with the modal 'will'. So

I wanted the students be interested in learning something new.

Tad: Fine. What were your lesson objectives?

TD: I wanted students to understand the different forms

and uses of the two conditionals.

Tad: Ok. what was your approach to teaching that lesson?

TD: well, ah,... Teaching grammar is difficult. Grammar is

a system of a language. So in teaching the lesson, I should tell them

everything they should know.

used different examples in different contexts. Students

have tried to do the activities. I also gave explanation about

the different forms and uses of those conditional types.

Tad: Great! What was your method of teaching?

TD: I used active learning methods. I told students to be

in groups and discuss about the activities.

Tad: if I am right, you only used one form of grouping

arrangement, why didn't you make the students do

the activities individually or in pairs?

TD: I think, I told you about my idea about forming groups

of students. I want students to choose their group

members. When close friends sit in a desk, they can

share easily materials. They can enjoy sharing ideas. So I

use such grouping technique.

Tad: Ok. let's come to the actual presentation of the

lesson. why did you want to start with conditionals

in advertisements? Did you really consider the advantages

and disadvantages of starting with conditional sentences

used in advertising?

TD: Ah, I think I have said something about this. When I

was planning my lesson plan, I wanted to start the

lesson conditional with 'will' and then go to present

conditional sentences used in science experiments. But later

I decided to start with conditional type...ah used in

advertising, why? Because students would be interested to

see new ways of using conditionals for advertising purposes.

Tad: Ok. There is something that I want you to tell me.

When you finished activity on conditional sentences

in advertising, you did not ask students to tell you about

the forms and functions of the imperative and

declarative sentences used in advertisement. Nor did

you explain their difference. Why didn't you do that.

TD: Ah, … I wanted first to give them different examples

and I wanted them to write similar sentences. this, I

think, helps them to see their difference. This is

the reason.

Tad: Fine. Let me raise another question. In the last

exercise you gave the students five minutes to
identify conditional sentences used in advertisement,
sentences used to express facts in science experiments
and sentences used with the modal 'will'. As you
may remember, students were not, ah… ready to give answers.
This time you rushed quickly and wrote answers on the
board. Why were you so much in a hurry to do that?

TD: because I felt that they wouldn't do it. They are also shy.
They don't want other students to laugh at them when they
make mistakes. This is the reason why I wrote the answer
myself

Tad: What do you think could be the problem?

TD: I don't know how much load I gave them. When I asked
the students to complete a fill-in exercise the students were
ah, unable to do it. Now I can understand that there was
something wrong. This could be related to problem of ordering
tasks. The first activity about advertisement was I think
difficult for them to understand.

Tad: Do you think the lesson was successful? why?

TD: To some extent it was successful. Students'
classroom discipline was good. Some were silently working.
questions I asked them. But when I say this I don't mean there
was no problem. Students were not interacting.

Tad: why do you think that was so?

TD: This is a common problem in our school. Majority of
our students don't participate in class discussion. I
always encourage them to participate but they are not willing
to do that.

Tad: so what other alternative approach of class room
design can you think of if you were to teach that lesson again?

TD: I don't think the problem is about good class room
design. The students have different problems. For
example, they don't bring text books. in this case what I
always do is, I ask students who are close friends to sit
together and share learning materials.

Tad: Ok. let's talk about your self- awareness about
teaching. What is your self-perception about your
strengths and/or your limitation in teaching grammar
or teaching English language in general?

TD: I know that , ah... I know, ah, I was not well trained to solve
different problems that I face in teaching English to students who
don't have good education background. But, ah, I have learnt from
my teaching experience many things. For example,  sometimes I plan
my lesson based on the text book. Sometimes I plan a lesson, for
example, grammar lesson based on my own assumption about
students' knowledge and student understanding, and what students
can do. Ah, sometimes this works well in one class and not  in other
classes. This is because of students' poor English learning
background. Generally, my attitude towards teaching is positive. I
know I can learn from other experienced teachers. I can also learn by
participating in seminars or workshops. But the problem is there is
no such organized teacher development programmes.

Tad: That is interesting. one final question. Do you have
any question you want to raise about the grammar lesson
you taught today? The question could be about the
students, your teaching style or your lesson planning.

TD: Grammar is a language system. It is not easy to master all
grammar rules of a given language. So to teach grammar we
should learn how to teach it. I have been teaching grammar.
But sometimes I face problems in presenting a grammar lesson.

I always ask myself and other experienced teachers: 'How can I teach grammar effectively?. People have different ideas about this. One says observe teacher X class. Others say other things. It is good to get different ideas. To get more information I will continue to ask people, I mean, ah, teachers to Share ideas how to teach grammar effectively.

Tad: Thank you very much.

**Appendix IX: Categories or themes of language teaching identified by Ho & Richards' (1993)**

**1.**Theories and beliefs about language teaching

Theories or beliefs

Theories and beliefs about teaching

- a belief or conviction

- an experts views

- a personal opinion

- justification for something

Applying theories to classroom practice

-how a theory was applied

-contradictions between theory and practice

-how the teachers' theories changed

2. Approaches and methods

Approaches and methods used in teaching a lesson

- an approach or procedure

- content of a lesson

- teacher's pedagogical  knowledge

- teacher's knowledge and experience

- the learners back ground information

- the school context

 -beyond school contexts

3.Evaluating teaching

Evaluating lessons:

positive evaluation of lessons

negative evaluation of lesson

Diagnosing problems

- Students' problems

classroom interaction problems

teacher's problems

Solution to problems

       -seeking an alternative way to presenting a lesson

       -asking solution from others

       -deciding on a plan of action

4.Self-awareness

Perception of themselves as teacher-

       -commenting on their teaching style

       -comments on their language proficiency

       -comments on their relationship with students

-

Recognition of personal growth**:**

       -how confidence of teaching has developed

Setting personal goals

       -Self-development

5.Questions about teaching

Asking for advice and suggestions

Asking for reasons

Appendix X: Coding for topics of what the teachers talked in the post-
lesson Interview

Teacher A's coded topics on the
interview/discussion

| Category/sub-category | Reading | vocabulary | Grammar |
|---|---|---|---|
| 1 Theories of language teaching<br><br>Theories and beliefs about language<br><br>-a belief or conviction | 5-15, 24-28, 31-35 | 162-168,176-180, 208-210, 220-223,<br><br>234-241 | 388-390, 407-411, 422-426 |
| -an expert's view | - | - | 428-436 |
| -a personal opinion | 87-88 | 220-223 | - |
| -a justificationfor something | 66-68, 71-76, 83-85, 88-89 | 168-171, 179-183, 194-202, 245-260 | 384-385- 400-403, 407-410 |
| 2 Approaches and methods<br><br>Approaches & methods used<br><br>-approaches or procedures | 18-21, 23, 51-54 | 146-150, 155-158 | 371-381 |
| -methods | - | - | 461-466 |
| -describing content of a lesson | 62-65 | - | - |
| Teacher's knowledge<br><br>-pedagogical | - | 268-272 | 441-442 |
| -knowledge & experience | 36-43 | 184-188, 196-207, 242-246 | - |
| -student's background I<br><br>information | 130-133 | 194-195 | 447-448, 450-453,<br><br>475 476 |
| -School context | 101-103, 131-139 | 296-298 | - |
| -Beyond school context | 134 | - | 452-453, 456-457 |
| 3 Evaluating teaching<br><br>Evaluating lessons<br><br>-positive | 67-68 | 274-279 | 413-421 |
| -negative | 73-74 | 280-283 | - |
| Diagnosing problems<br><br>-student's | 73-74, 101-111 | 217-220, 277-279, 281-283 | - |
| -class room interaction | 88-89 | - | 392-396 |
| -teacher's | - | 305-311 | - |
| Solution to problems<br><br>-alternative ways to<br><br>presenting a lesson | 5-15, 70-75 | 268-272, 320-322 | - |
| -asking solution from<br><br>others | - | - | - |
| -deciding on a plan of action | 75-76 | - | - |
| 4 Self-awareness<br><br>Perception of themselves as teachers | | | |

| Category/sub-category | Reading | vocabulary | Grammar |
|---|---|---|---|
| -strength /weakness or teaching style | - | - | - |
| Recognition of personal growth | - | - | - |
| Setting personal goals | - | - | - |
| 5 questions about teaching<br>Asking for reasons | - | - | 475-481 |
| Asking for advice or suggestion | 138-139 | 351-356 | - |

## Teacher B's coded topics of the post-lesson interview, and the number of lines they are found in each lesson taught

| Category/sub-category | Reading | vocabulary | Grammar |
|---|---|---|---|
| 1 Theories of language teaching<br>Theories and beliefs about language<br>    -a belief or conviction | 51-56, 97-98, 119-120 | 196-197, 217-219, 252-253 | 294-295, 308-312, 321-322, 342-344, 372-376 |
|     -an expert's view | - | - | - |
|     -a personal opinion | - | - | - |
|     -a justification for something | 75-78, 84-85, 90-92 | 189-196 | 202-306, 344-354 |
| 2 Approaches and methods<br>Approaches & methods used<br>    -approaches or procedures | 12-19, 27-29, 68-72 | 134-138, 140-142, 169-174, 176-178 | 235-238 |
| ---    -methods | 31-34 | - | 307-312 |
|     -describing content of a lesson | 35-39 | - | 379-381 |
| Teacher's knowledge<br>-pedagogical | - | - | - |
|     -knowledge& experience | 58-67, 97-98 | - | - |
|     -student's background information | 19-20, 101-102 | 153-157, 233-234 | 326-329 |
|     -School context | - | - | - |
|     -Beyond school context | - | - | - |
| 3 Evaluating teaching<br>Evaluating lessons | | | |

| Category/sub-category | | | |
|---|---|---|---|
| -positive | - | - | - |
| -negative | 104-107 | 255-257, 259-260 | 360-363 |
| Diagnosing problems <br> -student's | 59-61,75-78 | 233-234, 239-243, | 326-329 |
| -class room interaction | - | 247-248 | - |
| -teacher's | 96-97 | - | - |
| Solution to problems <br> -alternative ways to <br>  presenting a lesson | 21-22 | - | - |
| -asking solution from <br>  others | 254-258 | 268-272 | - |
| -deciding on a plan of action | - | - | - |
| 4 Self-awareness <br> Perceptionof themselvesas teachers <br>  -strength /weakness | - | 238-239 | - |
| Recognition of personal growth | -      - | - | - |
| Setting personal goals | - | - | - |
| 5 Questions about teaching <br> Asking for reasons | - | - | - |
| Asking for advice or suggestion | 125-129 | 276-281 | - |

## Teacher C's coded topics of the post-lesson interview, and the number of lines they are found in each lesson taught

| Category/sub-category | Reading | vocabulary | Grammar |
|---|---|---|---|
| 1 Theories of language teaching <br> Theories and beliefs about language <br>  -a belief or conviction | 23-30, 54-57. 62-66, 109-113 | 235-236, 203-204, 223-227, 240-244, 270-274- | 361-363, 365-368, 371-373, 380-384, 416-417 |
| -an expert's view | 31-32 | - | - |
| -a personal opinion | 85-96 | - | - |
| -a justification for <br>  something | 100-104, 109-114, 115-117 | - | 371-373, 409-411 |
| 2 Approaches and methods <br> Approaches & methods used <br>  -approaches or procedures | 15-18,  67-72 | 208-211 | 351-353 |

| | | | |
|---|---|---|---|
| -methods | 75-76 | 265-267, 270-274 | - |
| -describing content of a lesson | | - | |
| Teacher's knowledge<br>-pedagogical | 24-28 | - | - |
| -knowledge& experience | 30-33 | - | 409-413 |
| -student's background I information | 119-121 | 210-211,222-223, 297-299 | - |
| -School context | 40-42 | - | 448-449 |
| -Beyond school context | - | - | - |
| 3 Evaluating teaching<br>Evaluating lessons<br>-positive | 109-114 | 283-285 | 419 - |
| | | | |
| -negative | 106 | - | 442-445 |
| Diagnosing problems<br>-student's | 119-121, 131-133 | 230-231, 297-299, 256-257, 291-294 | 365-368, 396-398, 428-30, 444-445 |
| -class room interaction | - | 256-258 | - |
| -teacher's | - | 231, 259-263 | - |
| Solution to problems<br>-alternative ways to presenting a lesson | 62-266, 88-90, 93-96 | 256-259 | - |
| -asking solution from others | - | - | - |
| -deciding on a plan of action | - | - | - |
| 4 Self-awareness<br>nnnPerception of themselvesas teachers<br>-strength /weakness or teaching style | - | - | - - |
| Recognition of personal growth | - | 321-324 | - |
| Setting personal goals | 158-164 | - | - |
| 5 questions about teaching<br>Asking for reasons | - | - | - |
| Asking for advice or suggestion | - | - | 331-334 |

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# Teacher D's coded topics of the post-lesson interview, and the number of lines they are found

| Category/sub-category | Reading | Grammar | |
|---|---|---|---|
| 1 Theories of language teaching<br>Theories and beliefs about language<br>    -a belief or conviction | 15-24, 31-37, 41-48, 56-59, 70-71, 113-115 | 159-163, 168-169, 179-183,263-264 | |
| -an expert's view | - | - | |
| -a personal opinion | - | 164-168 | |
| -a justification for something | 57-59, 67-68, | 189-195,202-205, 214-217 | |
| 2 Approaches and methods<br>Approaches & methods used<br>    -approaches or procedures | 27-30, 80-88 | 169-172 | |
| -methods | 91-92 | 174-175 | - |
| -describing content of a lesson | 106-107 | 158-160 | |
| Teacher's knowledge<br>-pedagogical | 33-37 | -- | |
| -knowledge& experience | - | - | |
| -student's background I information | - | 229-237 | - |
| -School context | - | 257-258 | |
| -Beyond school context | - | - | |
| 3 Evaluating teaching<br>Evaluating lessons<br>-positive | | 226-228 | - |
| -negative | 88-91 | - | |
| Diagnosing problems<br>-student's | 94-98, 198-201 | 231-234, 238-244 | |
| -class room interaction | - | 229 | |
| -teacher's | 96-98, 137-140 | 219-224, 246-248 | |
| Solution to problems<br>-alternative ways to presenting a lesson | 101-103 | | |
| -asking solution from others | -        - | - | |
| -deciding on a plan of action | 92-95 | - | |

| 4 Self-awareness Self-Perception of themselves as teachers -strength /weakness or teaching style | 113-115 | - | 246-248 | - | - | - |
|---|---|---|---|---|---|---|
| Recognition of personal growth | 116-117 | | 263-265 | | | |
| Setting personal goals | - | | 270-271 | | | |
| 5 questions about teaching Asking for reasons | - | | - | | | |
| Asking for advice or suggestion | 148-150 | | 270-272 | | | |

Appendix XI: Guidelines for writing journals (Main Study)

Procedure:

1. Use the writing pad provided to you.

2. Write on one side of the page only. This will help you to easily detach and submit a page or pages that carry journal entries of a lesson or lessons.

3. The audience for your writing is:

 (a) Yourself

 ( b)  The researcher

4. Review your journal entries using the review questions which are attached below and critically reflect on your teaching experience.

How to reflect:

Reflect about a lesson once a week.

Put aside five or more minutes after a lesson.

Use the questions in the attachment as well as your own to guide you to write your journal entries.

You may write about other aspects of the lesson if you wish.

 After each journal entry, pose one or two questions about the lesson you have taught. These questions will help you further inquire about your teaching and students learning.

Reflection questions:

Questions about what happened during a lesson

A) Questions about your **teaching**:

What did you prepare to teach?

2. Were you able to accomplish your goals?

3. What teaching materials did you use?

4. How effective were they?

5. What instructional techniques did you use? Why?

6. What grouping arrangements did you use? Why?

7. Was your lesson teacher dominated?

8. What kind of teacher-student, student-student interactions occur?

9. Did anything unusual or amusing thing happen? If yes, what was it? why did it happen?

10. Did you have any problems with the lesson?

11. Did you do anything differently from usual?

12. What kinds of decision- making did you employ?

13. Did you depart from your lesson plan? Why?

14. Did the change make things better or worse? Why?

15. What was the main accomplishment of the lesson?

16. Which parts of the lesson were most successful? Give reasons? Which were least successful? give reasons for that?

Would you teach the lesson differently if you taught it again? If yes, explain the purpose?

B) Questions about your students:

Did you teach all your students today? Justify for whatever answer you give?

Did students contribute actively to the lesson?

How did they respond to different students' needs?

Were they challenged by the lesson? Give reasons for saying 'Yes' and 'No'.

What do you think students really learned from the lesson?

What did they like most about it?

What didn't they respond well to? Give reason(s) for it.

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C) Questions about yourself as a language teacher

What is the source of my ideas about language teaching and learning?
Where am I in my professional development?
How am I developing as a language teacher?
What philosophy of teaching do I manifest in my teaching practices?
How is that philosophy of teaching reflected in my instructional teaching practices?
What are my perceived teaching strengths?
What are my perceived teaching weaknesses?
Are there any contradictions in my teaching?
How can I improve my language teaching?

10. What is my overall knowledge of low, medium and high achiever students' English development and academic achievement?
11. How am I helping each of these groups of students as individuals and groups?
12. What types of strategies do I plan and implement for students' English development and academic achievement?
.13. what satisfaction does the teaching profession give you?

Note: the above questions are adapted from Ho and Richards' works (1993)

Appendix XII: Journal Entries of the four teachers

Teacher A

Journal Entry one: Oct, 7, 2011

Dear researcher, First of all I should tell you that we are not in the habit of writing journals or portfolios daily or weekly. You asked us to write journal once a week. But I don't think I can fulfill your request because of two reasons. One is I am overloaded with 25 periods a week. In this case I have to prepare my daily lesson plans, teach the lessons, mark students' home works and participate other school meetings and meet students' parents and discuss about their children's problems. So I don't think I will have time to write journals or portfolio as you wanted. The other reason why I said I can't fulfill your request of portfolio writing is lack of good writing skill. You have asked us to answer many questions. I feel it is difficult for me to write about my personal thoughts. I don't have good training about journal writing; I don't have such writing practice. Sorry. But I will try my best. In the teaching learning process I am using, I prepare my lesson plans. The lesson plans contain the teacher's activities and the students which can be accomplished within a period. Every period has teaching actions and evaluations of my work. that is, in each period I revise the previous lesson and present the new one to the class. According to my performance, students participate following the given instructions that I informed them. By the time of evaluation I let them participate in classwork, homework, group work or oral work to different activities.

Journal Entry two:Oct.14, 2011

The lesson I taught was grammar, that is 'Reason clauses'. My lesson was to help students use reason words such as because, since, as ....essential strengths of my lesson Were I wrote the class exercises on the blackboard, I used clever students to answer questions. The is because these students can be model for the other students who are passive to understand things not clear for them by asking their classmates. Encouraging passive learners to learn from model students is one good approach to teaching and learning of language.The lesson was successful because some bright students were able to correctly insert words that introduce reason clause in blank spaces correctly. Another factor that contributed to the success of the lesson was my giving short notes about reason clauses. Students really like to have such notes because they can refer to their notes when they want to prepare for their different examinations. I would not change my teaching approach unless students always bring their textbooks to class to do class activities. When the lesson was performed practice was made by asking questions, answering questions and participating in group discussions.. Students were organized in a group of 4 or 5 members to participate in every activity to be done. Here although the method is practically applied background knowledge of students affect the teaching-learning activity. Few students were active. They really understood the examples I gave them, and was able to apply them in the class exercises. Majority of the students were passive: especially female students. I always advise them to participate but they don't show interest. The content of the lesson easy.  Reason clauses are introduced by words such as 'since, and because. These words help us to answer

some question Theyneeded to use reason clauses to answer some
questions. But they did not use it. I don't know why they don't
participate in class.Myself perception about the teaching of
language is very clear. I need to improve my teaching skills. I have
to read books, share ideas about good teaching from other
experienced colleagues. In this way I can improve my teaching
methods. In general I can ask many questions about my teaching.
How is my teaching methodology working? Are all the students
Benefitting or learning from my methods of teaching? I can't say
Anything about this? I think the students should answer this
question.

Journal Entry 3: Oct. 21, 2011

My lesson topic was about grammatical structure 'making
conclusions'. Before I started the new lesson, I asked students
to revise what they learnt the previous class. After revising the
past lesson, I taught them about 'making conclusions'. I
started the new lesson by giving a small lecture on the form
of making conclusions. Conclusions are made by using'
Must +have + been+PP. I tried to make my method of teaching
student center. I ask them questions so that they can make
conclusion. For example, I asked them to make conclusion like to
day students are late for the English class. Students were required
to fill the blank space.I think the lesson was successful. Some
students were able to answer question I asked. I don't think I can
change my method of teaching. It was asking and answering
questions. Class interaction was between the teacher and
individual students. I could have used other methods in class but
when I allow students to interact among themselves in the
learning process, they talk all at the same time. In that case
the class it disturbed. I tried to contact individual students and

tell them to focus on what they do. But they don't respect such procedures. What contributed to the success of the lesson were: giving short notes to help them understand the form of the structure of making conclusions. The content of the lesson was important for the students because they can use them to make conclusions. They must know how to apply the structure in new situations. My teaching philosophy is clear. I always make enough preparation for all my classes. But my students are not interested to learn English. What does my teaching method look like? I don't think it is boring. In teaching English if some motivating situations are facilitated, students will be motivated to learn English practically. For example, if the school provides language laboratory, it will be better to teach the language. But there is no opportunity to do so.

Journal Entry 4: Nov. 11, 2011

My class today was with grade 9E students. but it was rather disappointing class. almost one third of the students of this class were absent. I spent some minutes waiting for them to come for the English class. But they did not come in time or on time.  A little later I checked the attendance sheet and I came to know that many students who were detained at the main gate of the school were students of this section. First period classes are always like that. Many students are not allowed to attend first period class if they don't come to school in time. They are only allowed to attend class during the second period. The school rule is not flexible. The rule is if a student comes late in the first period he or she is forced to stay outside of the school compound and join class during

the second period. This rule must be revised. We don't get
any improvement of students behavior. so to improve
this challenge school rules must be revised so that students can
be helped to attend the first period class. there is nothing that
the school gets from keeping students outside of the compound

Journal Entry five: Nov. 18, 2011

Today's lesson was speaking (Unit five). It was about 'saying
what you think might happen'. First, students were asked to study
a dialogue on page 105 and practice it by exchanging roles.
Then they were asked to think about the possible consequences
of a crime committed by a person called Hattu. He was caught
robbing a bank in Debre Zeit town by a police . so students
in pairs think of what would happen to the robber. Student A
asks questions like what will the police do to Hattu? Student
B thinks and gives an answer to a question student A asked.
And then they present their dialogue. The lesson was about
possible consequences of something by using word like 'I think',
'I am sure', 'probably' and so on. But except few pairs of students
many of them did not participate. Speaking in English
is something all students in different levels of grades hate
and afraid to use. And this is why they don't improve. I can't
deny that there are students who speak English in a nice
and beautiful manner. But these are students in some
private schools. Teaching English  is very interesting in my part,
but when I want to teach students, I find it difficult to run the
lessons as I want to accomplish them. This is because of students'
bad academic background. Students are allowed to pass from one
grade to the other by low promotion policy. they don't master
things they should master. My source of ideas about teaching
language is limited. For example, if you take the speaking skill,

I don't have enough knowledge about how to teach. I didn't
get training on this in any of the teacher training programmes
  participated. So when I teach speaking I just follow the
 instruction given in the book. and ask students to act according
to the instruction I give them. My evaluation is subjective. I don't
 know how to evaluate them.
 Journal writing six: Nov. 25, 2011
Reading passage: Period 1: Detective Stories- The Case of
 the Stolen Ring (grade 9, pages 110-114). Preparation:- Introducing
 the lesson to the students; presentation- by discussion and silent
 reading. Students read individually. It was silent reading;
 Stabilization:-short summary was given. Objective of the lesson
 was: after the lesson the students would be able to read the
 passage well, give meanings of the new words in the passage, to
 give the meanings, answer comprehension questions, and
answer oral questions. The lesson was not completely successful.
 this is because students did not finish exercise on time. Plus
 certain exercises like Ex. 4-Questions about the passage was
 difficult because all the questions needed written answers. But
 students could not answer the questions quickly. The content of
 the lesson is important for the students because it is about how to
 detect a thief or a robber. My perceived strengths are: coming
 earlier for class, reading myself for all points to be communicated,
 starting class on the adjusted time, writing the daily unit, topic,
 subtopic, page and if necessary points or purposes of the lesson
 on the blackboard, introducing the topic to be covered, describing
 or explaining the main points of the periodic lesson, exemplifying
 the given lesson and show how it works, dealing with the given
 exercises, taking part in all activities of the lesson/exercises; in
 time of the activities, applying the questioning and answering

processes, letting students to show their answers on the blackboard, if any mistake, showing the correction, on the way, reminding all points in time of the activities, since we are in lack of time, after showing the correct answers on the blackboard, putting the signature in their exercise books, If there is time, correction mistakes on their exercise books, and putting signature, concluding the lesson by reminding all the min points, writing the preparation for the next day of the lesson, giving home works, assignments and ending the daily activity of the lesson.

Journal entry seven: Dec. 16, 2011

Unit 7: vocabulary, pp. 135-138). 2nd period.

**Preparation**- Introduced the lesson to the students;

**presentation** was by discussion in the class; contextual meanings of words were discussed, students were invited to guess the meanings of the words according to the sentences they were used in, synonyms and antonyms of words were discussed in a group.

**Stabilization**- short notes were given at the end. Evaluation-at the end of the lesson, the students were able to give meanings of the words and their synonyms and antonyms, and were able to construct sentences using the new words. The lesson was successful because the words to be used to fill the blanks were easy for the students. they had some background knowledge about the words. They are common words. These included role, feeds manage inferior, observable, burden, measure, normalize and role model. Other three words - fetch, shoulder and morsel were words I gave them definitions. Many students filled the fill-in the blank spaces successfully. Classroom interaction was good. students were answering my questions. My perceived strengths

were- coming earlier for class, reading myself for all points
to be communicated, starting class on the adjusted time,
writing the daily unit, topic, subtopic, page and if necessary
points or purposes of the lesson on the blackboard, giving short
notes as summary, conducting questioning and answering
Processes. My perceived weaknesses are: I could not help low
achiever students this is because they don't have initiation.
I sometimes think of this matter but when I approach some
of these students they don't have the will to improve
their language.

Journal Entry eight<u>: Dec. 23, 2011</u>
I planned to teach grammar-Reported speech I. by doing the
Following:
- Introducing the daily lesson
-Presentation was by discussion,
-Stabilization- short summary of the lesson, giving    short notes,
-Evaluation- class work, oral explanations, home work, checking
their work.
Essential strengths of the lesson- to develop the grammatical
knowledge and skills and the application ofgrammatical know how
in real situations. If I were to make changes in the lesson, I would
have given more time for practical exercise but it is not possible.
The lesson was ofcourse successful. since it was practical even if
there were individual differences in class. I was able to see some
students even caring little about their knowledge building. The
success of the lesson was based on knowledge and experience
some students contributed in class and of course my inputs
through giving short notes and summary of lesson. I can't think of
other alternative ways to present the lesson. except lack of time to

drill more practical exercises, my teaching techniques or way of presenting the lesson were all good. The content I taught to the students were important because they can know how original speech can be changed to reported speech. They should know time changes, pronoun changes, possessive and demonstrative adjectives changes and so on. Class room management was not out of my control; there was no problem in that. My self-awareness about the teaching of language is that it is good to follow current teaching methodology or student center method is the way that I really follow and enjoy using. When using that method I always try to assess the different language skills that I teach and check the outcome of students learning every time in the continuous assessment and registering the scores of each learner. That is how I help my students. The problem is one period is not enough time to drill all tasks given in the textbook. The class size is not convenient for most of the time above 40 or 50 students in class. the sitting arrangement and desks in the class are not convenient for group discussion. Shortage of reference materials in the school library is another teaching and learning problem that prohibit interested students and teachers to make additional readings to develop their language proficiency. This is not really motivating.

Journal entry Nine: Dec. 30, 2011

My idea about teaching

Before I graduated for the teaching profession I was thinking that teaching would be simple. Now I have come to understand that my thoughts and expectations were not correct. Now I understand that students and schools are just so unpredictable. One can predict about what you know would happen because you have past experience. But you cannot correctly guess what will happen

in new environments. Students and schools you may bring new and an expected challenge. At that moment you need to think and think many times. Now I have learnt a lot about how I should treat new challenges because of my teaching experiences. I should try to see students problems from different angles by discussing issues with concerned bodies.

Teacher B:

Journal Entry one: Oct. 14, 2011

Dear Ato Taddese,

Thank you very much for your questions. They are interesting questions. But they are too many. I guess you want to know how I teach effectively or not. but I am afraid I may not do the journal writing properly. I don't write easily or without difficulty. There are teachers who can write a lot but I may not write like them. The other is I may not get enough time to write by answering your detailed questions. Any ways I want you to give me feedback about my journal writing because I want to know how I answer your question and how you respond to my ideas. Your comments will have positive contribution to my teaching methods and students learning potentials. I haven't any experience of being watched by an outsider when teaching students. Even though you told me that you will not judge me when you are in my class, I feel fear. I have a bad feeling about my classes because I may not teach my lessons effectively due to your presence for evaluations. I don't want to think that this fear is from my inability but because I have never been observed in such a way.

Journal Entry two: Oct. 21, 2011

I planned to teach reading comprehension in unit 2 It was
about HIV/AIDS. My teaching techniques were
encouraging individuals to silently read. Clear and
strict instructions were given. Following my instructions they
tried to read the passage silently and answer questions.
The method was good. but students did not bring their text
books. Shortage of books prevented students to do individual
work quickly and easily. Class room interaction was also
good. Students first tried to do exercises individually and
answer questions by raising their hands. The lesson
was partially successful because there was no enough text
books. Also students could not understand the passage because
of difficult words. My grouping arrangement was based
on individual work. I always want students to respect rules and
instructions. Teaching is about guiding or helping students to
learn and to learn one must control students' class behavior. They
should do what the teacher tells them to do.  Good teaching and
learning is made up of these things. In my teaching there was
something unusual. Female students were unusually talking
loudly. I think I have taught all my students. Higher achiever
students were very active. They contributed much to
the achievement of low achiever students. the latter group
of students I believe have got knowledge from their classmates.
This can help to effective learning.

Journal Entry three: Nov. 11, 2011
Teaching grammar

I prepared a grammar lesson on conditional type I. I used students'
textbooks and the blackboard to teaching the lesson. My
teaching techniques were giving small lecture on the probable
or likely conditional structure. Using examples I tried to
present the lesson and explain the two parts of type
one conditional sentence. Students were grouped around a
book. almost three to four students were grouped to the exercise
I gave them in class. the lesson was successful. the condition
that helped to the success were giving clear explanation and
notes to the students. Students discipline was also good
because the students were highly controlled not to make
any shouting. I believe I have taught all my students but
few students were not able to write their own sentences following
the practice exercise they did. This is usually what happens
in class. students can't write and speak in class as you expect
them. They find such exercise difficult. I always try to help
them by showing or modeling certain things. If you encourage
students to do that they can improve little by little.

Journal Entry four: Nov. 18, 2011
Vocabulary teaching
I planned to teach vocabulary found in unit four- 'How
Deaf People Communicate'. Yes, I have I achieved my teaching
goals because I had to revise a previous lesson's points. And
then do two vocabulary exercises.  I used teaching aids
like textbooks, the blackboard and other things. The work
was individual. Each student tried to do each activity. Classroom
interaction was asking questions to individual student
and students were encouraged to answer questions. The lesson
was successful and the success was because students

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had studied or memorized the meanings of bolded words in the reading passage. The content of the lesson is important to the students because they can increase their grammar knowledge. Teaching is a kind of habit that you do daily. You follow your daily lesson plans and guide students through the lesson and students should follow instructions and do things to learn something from the teacher

Journal Entry five: Dec. 16, 2011

Grammar teaching

The lesson was grammar. It was part I- Revising the Passive Voice because students had previous knowledge about the passive voice from Unit 3. I used students textbooks, students' background knowledge to teach the lesson. Strengths of the lesson were: giving short notes to the students. class room discipline or classroom teaching situation was good. The lesson was successful because students were able to complete exercise correctly. They easily identified active and passive voice sentences; they also changed active sentences to passive.

The content of the lesson is important to the students because they should know how to change active into passive and vice-versa. "My teaching principle was reflected in the vocabulary lesson I taught. I always want volunteer students to answer questions I ask. Others just listen attentively to their classmate's contribution and learn from them"

Journal Entry six: Dec. 23, 2011

Teaching writing

The lesson conducted was on how to WRITE INSTRUCTIONS. First I exposed the students to the idea of writing instruction. I made them read about the process of how to trap a mouse. In writing about this pictures are given in their textbooks.

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They followed these pictures to understand how that thing can be written and told to someone who wants to know about the process of catching or trapping a mouse. After that students were helped to write instructions on how to prepare Ethiopian coffee. They tried to write based on small pictures drawn in their text books. I guided the students to do a group work. But the group work did not work. Two groups of students were arguing that the girls should write such instructions because preparing coffee is females specialty. Female students got angry, I think, and were loudly talking. Instead of working in a group they were shouting. I went closer and asked them about the problem. They told me the case. I tried to explain and give them warning. This was not morally acceptable from women's side. I had to treat both boys and girls students in class. But a female student complained that I did not take serious measure against those students who boasted about their manhood. This I think offended female students. because of this coincidental thing group discussion did not work. Another way to teach the lesson could be giving individual work and monitoring their work now and then. In this way I could monitor classroom conduct of students who misbehave and create problems. Generally, I use mostly one type of group arrangement ( individual work) because it helps me see what students do individually and to control their classroom behaviors.

Journal Entry Seven: Dec. 30, 2011

My professional development

Ques. What is the source of my ideas about language teaching?

Ans.The source of my ideas about language teaching are my former English teachers at the beginning; the training courses

I took and certain books I sometimes read.

Ques. How are you developing as a language teacher?

Generally, a teacher should develop a habit of reading books,

a language teacher in particular should be devoted to reading.

So as to present, I need to have more training on how to

teach English. I also think I need to read me love to the

profession and reading are very important for a language teacher.

Ques. What are your perceived language teaching strengths?

No response written.

Ques. What are your perceived weaknesses in teaching language?

Ans. At present I need to have more training on how to

teach English. I also think I need to read in order to teach

English efficiently.

Ques. Are there any contradictions in your teaching?

Ans. if not contradictions in a complete sense, there are certain

difficulties such as many students being not interested to attend

language classes as much as is needed and certain other

Issues; these problems discourage me to teach students who have

no interest in learning. Ques. How are you helping your

students? I try to help Ans. my students by applying new ways

and methods of teaching I am acquainted with and using all

possible approaches to deal with problems. What types of

strategies do you plan to use and implement for students' English

developments and academic achievement. Specifically what

specific strategies do you want to use and for what purples? No

response.

Journal entry eight: Revision on Reading comprehension

December, 30, 2011

Were you able to accomplish your lesson objectives? Teacher response:

Yes, students have tried to answer questions in Exercises 4 and 5 of the

reading comprehension passage in Unit 2- HIV/ AIDS. Did you have
any problems with the lesson? Teacher response: Yes, majority of the students
did not participate in answering questions I asked in class because there were
not
enough textbooks for all students; they could not get opportunity to read and
understand the reading passage. Which parts of the lesson were successful?
Why? Teacher response: Ex. 3, or the True/False questions were successful
because students didn't have to write full answer to question. Which were least
successful? why? Teacher response: Ex. 4 or Wh- questions. It was about
conducting an interview. Would you teach the lesson differently?
Teacher response: No. I don't think so, unless students get their textbooks
to class, nothing would be done. What do you think students really learnt from
the lesson? Teacher response: They learnt a lot about the transmission of
HIV/ AIDS.

### Teacher C

Journal entry one: Jan, 27, 2012
My lesson plan on teaching reading comprehension:
The reading comprehension lesson was based on the topic- 'Courage:
The 'Worst Part is Landing'. The reading passage is long. So I planned
to make the students do the pre-reading and then teach the students
vocabulary items that are printed in bold. Then make them read
the passage and answer Exercise 3- Questions on the passage.

My teaching:
According to the lesson plan, first, I introduced the lesson by
asking students to go though the pre-reading questions so that they
can guess what the main reading would be.  Then I gave them definitions
of words written in bold because it makes students active participants
in class. Why bother students to guess contextual meanings

of words at the beginning.


MY students

With regard to classroom management systems, I usually try
to make the students busy with answering questions and doing
exercises in order to make at least most of the students in the
class make no trouble while I am teaching. The other way I
usually use in order to maintain discipline in the class is
just ignore certain minor problems the students create not
to aggravate the condition. Here I would like to say that there
are certain students who purposefully engage in provoking
teachers to argue or quarrel with them so that the
class will be disturbed. Lack of interest in coming to school
or going to their classes even if they come to school they don't
focus on their studies. I don't know what to


Journal Entry two: Feb. 3, 2012
Grammar lesson

I planned to teach-relative pronouns. They are about people
and things: Who/Whose for persons, and Which/That is used
for things. I used the blackboard to present the lesson. I also
gave explanations through giving lecture method. I had to
explain to the students about subject pronouns, object pronouns,
possessive pronouns, possessive adjective because the content
is important for them. They have to know the different forms
of relative clauses. The lesson was not somewhat
successful. Because many of them did not do the homework
So they took time to finish doing the exercise in class.  They also
did not bring textbook to class even some students in the
back seat were making too much noise. This section students

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are not so disciplined, but I did not focus on these students . I
paid little attention because I did not want to disturb
other students working in the classroom seriously. I don't want
 enter into disagreement with individual students. This is
my teaching philosophy.


Journal Entry three: Feb, 10, 2012
Teaching a reading lesson
The reading passage was on the topic- Rivers: The Amazon,
 Mississipi-Missoury, and the River Nile. The reading passage
Was started with my teaching difficult words such as
deltas, estuary…. The reading lesson was very successful
 because the students were eager to read about rivers because it
is related to the subject geography. Students were using a book
n a group of 4 or5 students. Activities were done in a group
and there was class discussion. But I observed students sitting
idle because they did not have pens or pencils. I know this
is common in many classes. Students were given a home
work. When I checked whether or not students had done
heir home work, only three students had done it. Fortunately,
almost all students brought their text books.  To solve
this problem, I just gave them some minutes to do it in the
 class, not to just leave it undone. I have a shortcoming. When
I took sometimes from the planned lesson, I couldn't cover
the exercise completely. Finally I advised them not to repeat
it again.

Journal Entry four: Feb 10, 2012
  Responses to the questions of my professional development

Q. 1 what is the source of my ideas about language teaching and learning?

Ans.: (a) formal and informal daily communication; (b)written materials on language; recorded materials on language.

Q. 2 What are my language teaching strengths at present?

Ans.: (a) I am good listener and reader; (b) I am good facilitator; (c) I am good advisor; (d) I am self-learner.

**Q. 3** what are my language teaching weaknesses at present?

**Ans.** I have many weaknesses at present. I am not following or listening to English media. I don't feel confident to make frequent communication with many person in English. In some cases it seems silence is gold. This means I keep silent in some public speech and so on. Interference of first language is also my major problem.

**Q. 4** Are there any contradictions in my teaching?

**Ans.** Yes, there are many contradictions in my teaching. To Some extent, there is shyness, lack of confidence, shortage of recorded materials and so on. In addition to these, giving higher priority to memorizing forms of grammatical structures; some students being unwilling to speak in English creates contradiction in my teaching.

**Q. 5** How can I improve my language teaching?

**Ans.: (a)** by making frequent communication with foreigners and any other good English speakers; (b) By listening and interacting to recorded materials on language teaching; (c) By reading and writing in English.

**Q. 6** How am I helping my students?

**Ans.: (a)** By motivating them in making communications with each other; (b) By providing them with different free talking exercises; (c) By giving them advice.

Journal Entry five: Feb. 24, 2012

Listening

My listening class today was not bad. The topic was about
Female genital mutilation. I went for class with a clear lesson plan.
First, I revised previous lesson.  Second, I read the listening text
slowly for three times. But I did not start the class on time.
Third period class is always problematic. It is after the recess
Students don't come for class in time. They waste time playing,
chatting, listening to mini-media programmes because of this I
could not finish the planned activities. We always raise this
problem in staff meetings but no measure has been taken so far.


Journal Entry six: March 9: Speaking

The lesson topic was speaking: 'River puzzle in Unit 11'. Students
had to study five pictures that show actions of a farmer
who wanted to get five things (a lion, corn and a goat across a
river. But because his ship was small, he had to take one at
a time. So students were instructed to study the different pictures
and suggest to the farmer how he should do the task  students
discussed. But while discussing they were using their mother
tongue. This is the problem that I faced in speaking class, not
only today but repeatedly.  I told them to use the language without
being afraid of anything because the objective of teaching and
learning speaking skill is to exercise the skill. I could not get
solution for the problem. I discuss this with my colleagues
and they tell me I have to encourage them to use English always.


Journal Entry seven: March 16, 2012: Vocabulary

Today's class was on vocabulary. The class was enjoyable. It was nice. The students were very interested in the lesson. They grouped themselves and discussed about the activities given to them. First, students had to do one exercise which they had not finished in our reading comprehension lesson.  There were five Wh- questions that students should talk about regarding dignity of labor. For example, one such discussion question was- what happens when the people of a certain country look down on or disrespect a certain job/ occupation? Their discussion were closely followed. It was easy to check students' performance. Today I was very much relaxed in class. was very interesting.

Journal Entry eight: March 23, 2012
Responses about my professional development

**Q.1** What is the source of my ideas about language teaching?
**Ans**. Language teaching for me is the activities done by a teacher that help him bring motivation to students learning. Motivation is key to students' learning. by itself has given me the interest. Also from my personal effort, former training, experience sharing, etc.
**Q. 2** what are my language teaching strengths?
Ans. My patience, efforts, tolerance that I am trying and doing in improving my students classroom bebaviour and the general attitude I have in language teaching and the like.
Q. 3 What are my language teaching weaknesses?
Ans. I have been striving much more to make and/ or to help these low achievers to the best of my interest and ability. But sometimes because of their own failures, they annoy me more for their failure.

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Q. 3 Are there any contradictions in my teaching?

Ans. Of course, yes. what I have thought of before I started teaching and what I really have been facing in the real world of teaching is something that I find contradictions in my teaching. Teaching is not something that you can handle its aspects such as student discipline, continuously assessing students achievements, school related meetings, department meetings and others all these are pressures that have been facing. I could not focus on the effective teaching of my students because of these interferences and loads; even the pressures that come from higher experienced teachers with regard to taking different responsibilities and sharing of good teaching practice is something

Q. 4 How can I improve my language teaching?

Ans. Basically by taking formal education, training, experience sharing, reading more, etc.

Q. 5 How are you helping your students to improve English and academic achievement?

Ans. preparing tutorials after class. teaching those low achievers and preparing question-answer competition as it motivates others to work harder and forming groups to work together cooperatively(low, medium and high achiever students

Teacher D

Journal Entry one: Feb. 3, 2012

This is my first class of the second semester. There were few students in class. I took attendance and asked them if they had brought their text books. Except one student the rest of them did not bringtheir books. so I just talked about problems of being absent. I did not do any active lesson related activity. Conducting classes especially during

the beginning of semesters is always difficult. We are now in the second week of the second semester. But the number of late comer students is large. We are always forced to teach few students who come to class on time. To solve this problem the staff and the school management discussed and set some school rules but because they are not properly implemented, students don't act *according* to the set rules. Now homeroom teachers are given responsibility to take attendance and report problems of late Comers and absentees to the office. As I am a home room teacher of 10J class, I have tried to implement the measures by the school. Students   who repeatedly come late and miss classes are first advised. Next they are sent to call their parents. In this way I am able to reduce the seriousness of the case. This is big success I achieved this goal.

Journal entry two: Feb. 10, 2012

Reading lesson

I prepared to teach reading comprehension. The topic of the passage was An Earthquake report about Chile. The first task was skimming. students had to read quickly and report the main ideas to their partner. But the students could not do it because the time given inthe textbook for the activity was only five minutes. I don't know how the book writers estimated the time for the reading passage which is almost two pages. They considered our students as native English language speakers. Our students are not native speakers.They need more time to read and re-read a passage and understand.I made small change about the time and I gave them 10 minutes. But they could not do it successfully because the passage contains difficult words. They were talking in Amharic to share ideas about the

main points. The passage challenged the students  because of the difficult words. So I decided to teach them the meanings of difficult words like emerge, tsunami racing, and so on I don't think the students liked the lesson because they could not understand the language or writing style of newspaper reports. I don't think the book writers considered our students' language background. Our students are poor in using English when speaking, writing and so on. The students would be motivated if they are given simple, short and easy reading passage about Ethiopia. They can't think  independently. They need help. But I don't know how to help them.

Journal entry three: Feb. 17, 2012

Questions about my professional development

Teaching is an internal feeling one has about the teaching profession. She or he must love the teaching profession if s/he wants to be successful in helping his or her students. In teaching one has to feel proud of being a teacher, because it is the teacher who shapes minds of school children who want to become great men like a scientist, an engineer, a pilot and so on. It is this feeling, not the money he gets that gives a teacher the moral and commitment to work. This is my personal opinion.  The sources of my ideas about language teaching are many. The sources are family, cultural centers, libraries and the environment by itself. As a language teacher, therefore, I am trying my best to improve my language skill from different sources- Reading books, magazines, newspapers and listening to news, watching movies and others. The strength I have as a language teacher is the motivation and love upon the language to improve my language skill from different sources. Reading books, magazines, and newspapers and

listening to English news, watching movies and others. And whenever I get the opportunity I usually speak in English. My limitations are many. One, I can't make classes very lively. Two, it is difficult to make all students equally interested to a lesson. Three, I sometimes feel unhappy about my teaching because I feel that I do not give them as satisfactorily as I want In my teaching career there are contradictions which violate against my teaching endeavors. Among the contradictions which oppose my teaching of the language is that the included topics, activities, drills and others which are in the text are not all applicable in the classroom for the content objective intended. The student's poor performance or language background, the lack of teaching aids, class size and etc. are the real causes of contradiction in my teaching task. I know that I can be helpful to my students to improve their English skill when we answer why students have poor English ability.

Journal entry four: Feb. 24, 2012
Questions about my professional development
The source of ideas for language teaching is my methodology of teaching . For example, when I want to teach vocabulary I always try to remember the training I had when I **was** a student in the university. My experience also is a source of my idea. I think of the best teaching method I know and I use it again and again. So I can say that my language teaching methodology courses I took and my experiences in teaching are the sources for my ideas. As a language teacher I try to develop my professional sufficiency by trying out different ways and approaches to make the lessons I teach interesting and helpful to the students. To develop my professional career I always try to read different related materials

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to have many vocabularies and have both comprehension skills.
My limitations are lack of language laboratory, supportive language
upgrading courses, lack of appropriate training in the professional
development programme in our school. Since the teaching
profession in general is the process of determining the fate of
human development, teaching language gives a deep satisfaction.It
enables us to produce responsible citizens who will dig knowledge
and bring change to the society. So language teaching is key to
everything. In other wards language teaching gives a
satisfaction when students are seen changed. To do this one has to
love his teaching career and do every thing possible to help
students to be motivated to learn. We need to understand students
cultural economic and other social problems.
In teaching one has to feel proud of being a teacher, because it is
the teacher who shapes minds of school his students who want to
become great men like a scientist, an engineer, a pilot and so on. It
is this feeling, not the money he gets that gives a teacher
the moral and commitment to work hard and bring change in a
country. This is my personal opinion. I have written this before.

Journal entry five: March 16, 2012

   Grammar lesson

My lesson topic was grammar: adjective with 'so and such'I used
the black board and students' textbooks'. My method of teaching
was active learning technique. First individual activity was done.
Students had to decide if statements given about an adjective were
True orFalse. Then question and answer activity was done. After
giving corrections for wrong answers, I gave them an explanation
about the pattern of adjectives with 'so... and such. So is used in
the pattern- Be + so + adjective. And 'such' is used in the pattern-

Be + such + a+ adjective + noun. Using this pattern the students tried to do an activity that required them to make sentences from information given in a table. This activity was successful. students liked the exercise because it was easy for them to do. The second activity was very challenging. Students could not do it because of problem of producing ideas and expressing them in English. They were asked to add their own endings. For example, Abebe was so happy that…. This really was difficult for the students. The True/False exercise was also easy for the students because it asked them what an adjective is, what words go for adjectives and their positions. Therefore, the True/ False questions and making sentences from a table were successful activities. Generally lesson was successful. I did not teach all my students because many students were absent today. I would like to say something regarding male students who miss classes on Wednesdays and Fridays. On these days the number of male students who attend class is very low, when compared with other schooldays. This happens because they go to a nearby cattle market to earn some money by working as market brokers. As a result they miss eight school days or thirteen hours within a month. And this seriously affects their academic progress. Therefore I am helping them by giving tutorials once a week. The students and I are happy about the tutorial arrangements.

Journal entry six: March 23, 2012
   lesson topic: Reading comprehension (Floods in Ethiopia- Fears of
     more floods in Ethiopia).

This reading passage was easier than the one the students had
   done before. The lesson was comparatively easy. Students were

very much interested to read and do the exercise because it is about flood case in the Southern Omo area. The language is relatively easy for the students to read and understand the content. Names of people stated are Ethiopian names. Students liked the exercises because they asked students about specific information like time of happening of the flood, how many people died in the flood disaster and so on. In addition the passage is short, and students had enough time to read it more than once. There is one exercise that the students found difficult. The exercise required the students to relate the newspaper article to some other disaster that happened in Ethiopia. This was a big challenge to them. They did not like it because they could not remember such things. So I changed my idea and gave this exercise to be done at home. They can ask other people and prepare notes and come to class to share their ideas to their partners. I think I have taught all the students. in the first exercise they were doing the exercise in groups. I was also asking them and individual students were trying to answer questions.

Journal entry seven: April 4, 2012

Lesson topic: grammar teaching

Today's lesson was on conditionals. When teaching conditional type one, I used explanation method. I also tried to give them examples about how advertisers use this type of conditional for different purposes. But some students could not  understand the lesson. Therefore, I decided to change my method of teaching. I selected ten students who are fast learners and assigned them to help those students who had understanding problems. Next day when I checked their understanding of the concept of conditional type one, I confirmed that they really understood it. I asked them

to give examples of their own. They did it. My approach or method of teaching worked well. This happened because I knew why the students were poor in understanding grammar concepts.

Journal entry eight: April 20, 2012

About unethical issue

It was in grade 10H class that I observed some an unethical thing. Three students who always sit together don't bring their English textbooks; they don't do class work, group work; they never participate in any class room tasks. They just sit idle and they talk to each other about other issues that are not in the lessons I teach. I have taken some measures. First, I advised them to bring their textbooks and do all the activities like class works, group works, write notes, et. But the students continued to come without their textbooks and sit idle in class. Then, I took these students to their homeroom teacher and told everything of what they did. Still the students did not show any interest in their education. Finally, I ordered them to bring their parents and the parents were surprised when they heard all information about their children's cases. As a result, the students are now doing anything I tell them to do. They have become active participants in class

180 I think it is good to write journals regularly but as you may have seen 181. we are busy with the teaching-learning processes and other related 182. things like marking students assignments because it is mandatory for 183. a teacher to assess his students learning through the method of

184. continuous assessment. Time is serious problem. As I am teaching

185. English I should read books to improve my teaching capacity but I 186. can't. So I can't write much about my personal development. I have 187. also a fear about writing journals. in our school we write portfolio once 188. in a semester, and things that we write in this portfolio are not like the 189. things you listed in the guideline. If I had time to write a journal I don't 190. know how I will write it

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Appendix XIII:  Coded topics of journal entries of each teacher and number of lines they can be located

Teacher A's journal entries

| Category/suv-category | 1 | 2 | 3 | 4 | 4 | 5 | 6 | 7 | 8 |
|---|---|---|---|---|---|---|---|---|---|
| 1 Theories of teaching<br>theories & beliefs about teaching/learning<br>-a belief or conviction | | | 24-33 | 88-95 | | | | | 240-245 |
|    -an experts view | | | | | | | | | |
|    -a personal opinion | | | | | | | | | |
|    -a justification for something | | | 33-38 | 83-85 | | | | | |
| 2 Approaches & methods<br>Approaches & methods used<br>-Approaches or procedures | 13-22 | | 14-22<br>41-44 | 64-70 | 115-123<br>158-176 | 144-153 | 178-187 | 206-206 | |
| -Methods | | | | 69-73 | | | | | |
|    -describing content of a lesson | | | 23-24<br>51-52 | 85-87 | | 157-159 | | 218-222 | |
| Teacher's knowledge<br>-pedagogical (subject/task demand , etc.)<br>-knowledge & experience | | | | | | | | | 247-250 |
|    -student background  Information | | | | | | | | | |
|    -school context | | | | 73-95 | 103-113,133-134 | | | 230-238 | |
|    -beyond school context | - | - | - | - | | | | | |
| 3 Evaluating teaching<br>Evaluating lessons<br>-positive | | | 32-39 | 74-75 | | | | 187-190 | 211-216 |
| -negative | | | | | | 153-157 | | | |
| Diagnosing problems<br>-student | | | 37-39<br>45-47 | 89-90 | 96-102 | 124-129 | | 201-205 | 212-213 |
| -class room interaction | | | | 77-78 | | | | | |
| -teacher | | | | | 133-135 | | | | |
| Solution to problems | | | | | | | | | |

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| Category/sub-category | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 |
|---|---|---|---|---|---|---|---|---|---|
| -alternative ways to presenting a<br>     lesson<br>-asking solution from others<br>-deciding on a plan of action | | | | | | | | | |
| 4 Self-awareness<br>Perception of oneself as teacher<br>-his teaching style<br>   -identifying strengths/ weaknesses<br>Recognition of personal growth<br>Setting personal goals | | 55-59 | 68 | | | | 200-205 | | 224-231 |
| 5 Questions about teaching<br>Asking for reasons | | | | | | | | | |
| Asking for advice or suggestion | | 57-58<br>88-90 | | | | | | | |

## Teacher B's journal entries

| Category/sub-category | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 |
|---|---|---|---|---|---|---|---|---|---|
| 1 Theories of teaching<br>theories & beliefs about teaching/<br>learning<br>-a belief or conviction | | | 32-37 | 39-43 | 74-79 | 89-92 | 118-121 | | |
|    -an experts view | | | | | | | | 122-123 | |
|    -a personal opinion | | | | | | | | | |
|    -a justification for something | | | | 47-51 | | | 118-121 | | |
| 2 Approaches & methods<br>Approaches & methods used<br>-Approaches or procedures | | | 20-24 | 44-47 | 62-69 | 78-81 | 93-103 | | |
| -Methods | | | | | | | | | |
|    -describing content of a lesson | | | | | | 84-89 | | | |
| Teacher's knowledge<br>-pedagogical (subject/task<br>demand , etc.)<br>-knowledge & experience | | | | | | | | | |
|    -student background  Information<br>   -school context<br><br>   -beyond school context | | | | | | | | | |
| 3 Evaluating teaching<br>Evaluating lessons | | | | | 69-74 | | | | |

| | | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| -positive<br>-negative | | 51-55<br>29-31 | | | | | | |
| Diagnosing problems<br>-student<br><br>-class room interaction<br><br>-teacher | | 25-27<br>37-39 | 55-59 | 56-59 | | 103-107 | 139-143 | |
| Solution to problems<br>-alternative ways to presenting a<br>      lesson<br>-asking solution from others<br>-deciding on a plan of action | | | 58-61 | | | 114-117 | | |
| 4 Self-awareness<br>Perception of oneself as teacher<br>-his teaching style<br>   -identifying strengths/ weaknesses<br>Recognition of personal growth<br>Setting personal goals | | | | | | | | |
| 5 Questions about teaching<br>Asking for reasons | | | | | | | | |
| Asking for advice or suggestion | | | | | | | | |

Teacher C's journal entries

| Category/sub-category | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 |
|---|---|---|---|---|---|---|---|---|---|
| 1 Theories of teaching<br>theories & beliefs about teaching/<br>learning<br>-a belief or conviction | | | | | | | | 123-126 | 122-126<br>141-148 |
| -an experts view | | | | | | | | | |
| -a personal opinion | | | 35-40 | | | | | | |
| -a justification for something | | 12-18 | 35-38 | | | 92-94 | | | |
| 2 Approaches & methods<br>Approaches & methods used<br>-Approaches or procedures | | 1-11 | 24-31 | 41-44 | | 89-92 | 103-105 | 113-118 | |
| -Methods | | | | | | | | | |
| -describing content of a lesson | | | 23-32 | | | | 98-102 | | |
| Teacher's knowledge<br>-pedagogical (subject/task<br>demand , etc.)<br>-knowledge & experience | | | | | | | | | |
| -student background  Information<br>-school context<br>-beyond school context | | | | | | 94-97 | | | |
| 3 Evaluating teaching<br>Evaluating lessons<br>-positive | | 18-23 | | 44-46 | | | | | |
| -negative | | | 31-32 | | | | | | |
| Diagnosing problems<br>-student<br>-class room interaction<br>-teacher | | 21-23 | 33-37 | 48-52<br>55-58 | 74-76 | 94-95 | 104-106 | 138-141 | |
| Solution to problems<br>-alternative ways to presenting a<br>          lesson<br>-asking solution from others<br>-deciding on a plan of action | | | | 53-55 | | | 104-110 | | |
| 4 Self-awareness<br>Perception of oneself as teacher<br>-his teaching style<br>-identifying strengths/ weaknesses<br>Recognition of personal growth<br>Setting personal goals | | | | | 67-72 | | | 133-136 | |

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| Category/sub-category | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| 5 Questions about teaching Asking for reasons | | | | | | | | | |
| Asking for advice or suggestion | | | | | | 110-111 | | | |

## Teacher D's journal entries

| Category/sub-category | Journal | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 |
| 1 Theories of teaching theories & beliefs about teaching/ learning -a belief or conviction | | | 43-50 | | | | | | |
| -an experts view | | | | | | | | | |
| -a personal opinion | | | | 87-93 | | | | | |
| -a justification for something | | 29-30 | | | | | | | |
| 2 Approaches & methods Approaches & methods used -Approaches or procedures | | | | | 103-113 | | | | |
| -Methods | | | | | | | 154-157 | | |
| -describing content of a lesson | | 20-23 | | 55-59 | | 134-144 | | | |
| Teacher's knowledge -pedagogical (subject/task demand , etc.) -knowledge & experience | | | | 73-82 | | | | | |
| -student background Information -school context | 1-12 | | 70-72 | | | | | | |
| -beyond school context | | 25-28 | 70-72 | 65-72 | | | | | |
| 3 Evaluating teaching Evaluating lessons -positive -negative | | 31-32 | | | 113-114 | 134-143 | | | |
| Diagnosing problems -student -class room interaction -teacher | | 22-25 | 61-64 | | 123-130 123 | | | | 165-170 |
| Solution to problems -alternative ways to presenting a lesson | | 28-30 | | | | | 158-164 | | |

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| | | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| -asking solution from others<br>-deciding on a plan of action<br><br><br> | | | | | | | | 165-178 |
| 4 Self-awareness<br>Perception of oneself as teacher<br>-his teaching style<br>    -identifying strengths/ weaknesses<br>Recognition of personal growth<br>Setting personal goals<br><br> | | | | | | | 163-165 | |
| 5 Questions about teaching<br>Asking for reasons | | | | | | 164-165 | | |
| Asking for advice or suggestion | 42-43 | | | | | | | |

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# Appendix XIV: Coded entries of the development of critical reflection

## in the individual interview (Main Study)

| Category | Teacher | Reading | Vocabulary | Grammar |
|---|---|---|---|---|
| A greater variety of critical reflectivity | A | Focused on evaluating teaching and approaches and methods<br>same | Focused on evaluating teaching & approaches and methods<br>Same | Focused on evaluating teaching & approaches and methods<br>Same |
| | B | same | Same | Same |
| | C | same | same | same |
| | D | | | |
| Being more able to discuss theories of experts and their own | A | 0 | 0 | 1 |
| | B | 1 | 0 | 0 |
| | C | 1 | 0 | 0 |
| | D | 0 | 0 | 0 |
| Being able to reflect through experience of teaching | A | 1 | 1 | 1 |
| | B | 1 | 0 | 1 |
| | C | 1 | 0 | 1 |
| | D | 0 | 0 | 0 |
| Being able to go beyond the classroom to the broader context | A | 1 | 0 | 2 |
| | B | 0 | 0 | 0 |
| | C | 0 | 0 | 0 |
| | D | 0 | 0 | 0 |
| Being more able to evaluate lessons both positively and negatively | A | +ive1,/-iv1 | +ive 1, -ive 1 | +ive1, -ive 0 |
| | B | +ive1,*ive1 | +ive 1, -ive 0 | +ive 1, -ive 1 |
| | C | +ive 1, -iv1 | +ive 0, -ive 0 | +ive 1, -ive 1 |
| | D | 0, -ive 1 | +ive 1, -ive 0 | +ive 0, -ive 0 |
| Being able to raise problems and give their own solutions | A | 2problems/2solution<br>1problem/ 2solutions | 3p/2s | 1pro/no solution<br>4pro//no solution |
| | B | 4pproblms/2solutions | 7prob/1solut | 4prob/no solution |
| | C | 5problems/1solution | 6probl\/1solu | No problem raised |
| | D | | No problem raised | |
| Being more focused on 'why' questions of teaching than 'what' and 'how' | A | 0 | 1 comment | 0 |
| | B | 0 | 0 | 0 |
| | C | 0 | 0 | 0 |
| | D | 0 | 0 | 0 |

Note: +ive means positive evaluation, -ive means negative evaluation,

P stands for problems, S stands for solution

# Appendix XV: Coded entries of the development of critical reflection in the journal writing (Main Study)

Teachers

| Category | TA | TB | TC | TD |
|---|---|---|---|---|
| A greater variety of critical reflectivity | None | none | None | None |
| Being more able to come up with new understanding of theories of experts and their own | None Only wrote personal opinion (journal 2) | None Only wrote personal opinions in journals 2,4, 5 | None Only wrote personal opinions in journals 1,2,4 And a personal belief in journal 8 | None Only wrote personal beliefs in journals 3 and 4 |
| Being able to reflect through experience of teaching | None | none | Wrote one in journal 8 | None |
| Being able to go beyond the classroom to the broader context | None | None | None | Wrote one in journal 4 |
| Being more able to evaluate lessons both positively and negatively | Four +ive comments in journals 2,3,7, 8 Two –ives in journal 6 | Four +ive comments in journals 2,3,4,5 Two –ive comments in journals 2 and 5 | None (Two –ives in journals 2 and 5) | None (No comments) |
| Being able to raise problems and give their own solutions | Only problems in journals 2,3 and 5 | Problems and their solutions in journals 3 and 6 | Problem and solution in journals 3, and 6 Only Problems in journals 1,2,4,7 | Problems and solutions in journals 2,6,7,8 |
| Being more focused on 'why' questions of teaching than 'what' and 'how' | One comment in journal 2 | None | None | None |

**Appendix XVI: Questionnaire designed to gather information on the process and product of the  Post lesson interview/discussion and the regular journal writing tasks**

 June 21, 2012

Pre-face

As stated above, this questionnaire is designed to collect information on how you as English teacher got involved in the individual post-lesson interview/discussion and the preparation of regular journal writing exercise -- and what it amounts to.

Information gathered through this questionnaire is going to be employed for a study that attempts to explore reflective teaching practice of English teachers. in this regard, your kind cooperation to fill-in this questionnaire is greatly valued. Thank you very much for giving me your time in filling this form. I assure you that the information you supply in this questionnaire will remain confidential. Thank you again.

Note: use clean sheets of papers attached with this questionnaire

How would you describe  the process you got  involved in
 the individual interview/ discussion held with the researcher?

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_____

In the preparation of the regular journal writing ?

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_____

_____

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_____

_____

How would you describe the value of the process involved in the interview sessions and journal writing exercises?

A). value attached with the process of conducting post-lessson interview/discussion

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_____

_____

_____

B). value attaché with  the preparation of regular journal writing

_____

_____

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_____

Were they worthwhile doing? Why?

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_____


What aspects of your work did you include in the portfolio writing? Explain why?

_____

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_____

_____


What role do you see the post-lesson interview/discussion and regular journal writing play in your teaching practices?




How would you describe your experience of the post-lesson interviews and journal writing tasks and the school-based CPD programmes (peer observation tasks and portfolio writing tasks?



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**Appendix XVII: Teachers' responses to the questionnaire designed to gather information about their reactions on the processes involved in the post-lesson interview/discussion and regular journal writing, and the values they gained from their engagements in these activities.**

Teacher A

How would you describe the process you got involved in

'A) the individual interview/ discussion held with the researcher?

At the beginning I didn't think the interview meeting would take longer time. But you asked me many questions. They were so detailed. I was wooired that it woiuk take my time. And generally took long time. It was an additional work load to me. I didn't have such experience of interview with an outsider observing classroom. It disturbed me. The next interview sessions too was a long process

B). the preparation of regular journal writing

The portfolio writing was another thing that made me busy. I know I did not write much about the questions you asked. Time shortage was my main prdoblemegually. I don't knw how to prepare regular journals. This is lack of training.

How would you describe the value of the process involved in the interview sessions and journal writing exercises?

I think in my opinion participating in post-lesson interviews was important for my teaching experience. They exposed me to new things and experiences. They were good chances to participate in different activities. the were good evidences of participation in professional learning. But both experiences were done under time constraint and shortage of training.

Were they worthwhile doing? Why?

I think they were important things to do because I learnt to some extent what I should do and don't do in my teaching.

What aspects of your work did you include in the portfolio writing? Explain why?

Action plans, different kinds of student reports like misbehavior, homework done/ undone, students exams performances etc. I don't know the real purpose of writing portfolios..

What role do you see classroom observation, post-lesson interview/discussion and journal writing exercises play in your teaching practices?

Well I don't know. as I said above I don't have clear ideas about the purposes of peer observation and portfolio writng.

How would you describe your experience of the post-lesson interviews and journal writing tasks and the school-based CPD programmes (peer observation tasks and portfolio writing tasks?

How can I compare them? This post-lesson interview session I had with you were motivating. They made me speak my real feelings. The portfolio guidelines were also good. although I did not get time to answer all questions they made me be aware of my teaching.

The school-based CPD have not been enjoyable. We conduct peer observation once in a semester. But we don't discuss or talk about the weak points we observe from the teachers we observed. Other teachers do the same. We always

give positive evaluation because if we do the other way round, it would be a bad record for the teacher evaluation. He may not get promotion..


Teacher B

How would you describe  the process you got  involved in

'A) the individual interview/ discussion held with the researcher?


I think the interview sessions helped me to see myself in a mirror. They helped me to look back and forth my teachings. I tried to work into my strengths and weaknesses. But I am not accustomed to such exercises. I wish I would have such opportunities if I have enough time, and helpful colleagues who could do things like what you did.

B). the preparation of regular journal writing

In the journals  I was not serious. I did not take them as a process. I was randomly answeilng questions of the guideline+

.

How would you describe the value you got out of the process involved in the interview sessions and journal writing exercises?

As I have written above the process of the post-lesson interview was very important because you (researcher) are experienced teacher and you know how to ask, what to ask and guide the person being interviewed. Generally, the process of the interview sessions were valuabgle because they helped me to see my work from different angles.

Regarding the journals writing I could not see the value. I answered some questions of the journal writing guidelines. No one was with me to lead me or tell me do things. Writing about your teaching is good but you have to get experienced journal writers to tell you its right value you need to write.

Were they worth doing? Why?


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Ye. They are worth doing because they can give teachers basic ideas about teaching and learning. We can understand what we did and what i improve next.

4.What aspects of your teaching work do you include in your journal writings? Explain

I think all are important things. Lesson preparation classroom management problems, classroom interaction students, attendance results, etc.

5.What role do you see classroom observation, post-lesson interview/discussion and journal writing exercises play in your teaching practices?

Well, they can play important roles if they are done properly. The problem is we don't know what to observe and how to observe in ones class and other teacher's classes.

How would you describe your experience of the post-lesson interviews and journal writing tasks you had done in this study and the school-based CPD programmes (peer observation tasks and portfolio writing tasks?

My evaluations about the interview sessions is high. All questions were related to waaht I did ni class. my teaching methods students prboems, solutions I should take and my perceptions about myself aqareness as a teacher. when I compare these things with what is done in peer observations, I see differences. Questions of peer observations are only limited to what teaching aids I use, how I treat student. the questions are not designed from the lesson I taught the questions are top-down. ;lus the peer observer does not point out weak esss

observed.  S/he is always positive evaluation. What do I learn from this? In the portfolio writing we are not guided by clear purpose and training.

office because of its negative impact on the teacher observed. In other words the observer does not describe your teaching and discuss issues with you after class. He or she completes the form and give it to the office.

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